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ABSTRACT

Educators from over 35 Washington State school districts and education service districts briefly describe their programs for involving parents in the schools. Compiled for Washington's six regional "Partners in Education" conferences, held in May 1981, the collection also presents Gallup Poll data on school volunteers and 115 ideas for parental involvement from the National School Volunteer Program. The educators' numerous ideas for parental participation, both in and out of school, cover such topics as classroom presentations or volunteering, tutoring, library or healthroom help, advisory committee membership, PTA involvement, fundraising, investigation of discipline problems, textbook selection, joint parent-student learning, donation of materials, parenting classes, and parent-principal "rap sessions." (RW)

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PARTNERS IN EDUCATION

Parental Involvement
IDEAS '81

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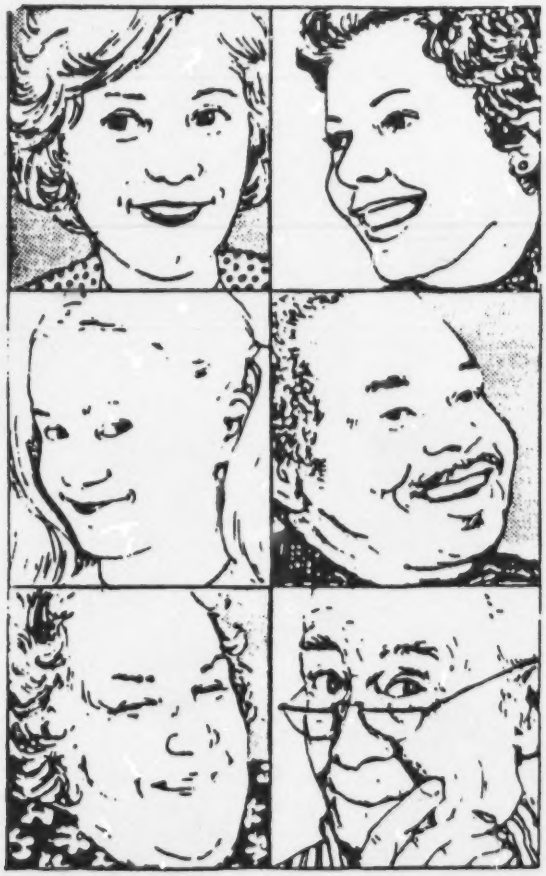

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The articles that appear in this booklet have been written by the individuals listed at the end of each article. The articles represent the opinion of the individual authors and not necessarily the Superintendent of Public Instruction.

This booklet was produced for distribution at the six regional PARTNERS IN EDUCATION conferences held in May of 1981.

April 1981

AUBURN SCHOOL DISTRICT

Over the past five years the counselors in Auburn have offered parenting classes. We found that we were often talking to a variety of parents about similiar problems that they were experiencing with their children. We decided to consolidate our efforts and began to involve parents in a study group. The responses have been very positive. We notify all the parents in a school's drawing area and enroll parents generally on a first come, first serve basis. We do take the parent's need into consideration allowing the numbers to rise a bit if a parent is in great need of this service. Because of the structure of the group, we limit the number of parents who participate to about 12.

We meet at school and feel this helps involve the parent in the school setting and lessens any anxious feelings that the parents may have about being involved at school.

Overall, we have been very pleased with the outcome and the parents' evaluations of the program. It fosters good feelings between all involved and both parents and children as well as the school benefits.

We have been approached by our PTA to conduct evening sessions so that working parents can attend. We also have had parents enroll in the classes for a second time. At the end of the nine week class, we present the parents with a "diploma" for successfully completing the class.

It is felt that the time spent in this program pays back many dividends to all involved.

For further information concerning this parent involvement project contact Tom Byrne, Counselor, Chinook Elementary School, 3502 Auburn Way South, Auburn WA 98002.

CASHMERE SCHOOL DISTRICT

Successful goal setting in public schools results from the direct involvement of both the staff and community. A cooperative exchange of ideas to establish goals can be conducted in an annual "District Goal Setting Meeting" held at the beginning of each school year. Such a program has become a regular and well-attended event in north central Washington's Cashmere School District.

The goal setting process begins when members of the community are invited to a no-host dinner. Invitations are extended by board members, administrators and teachers; newsletters announcing the meeting are sent to every household in the district and a related news item is printed in local newspapers. Each person who plans to attend responds by notifying the school so that proper arrangements can be made for their participation. At the dinner meeting, each person is greeted at the door, given a name tag and seated at pre-arranged tables. The seating is arranged so that eight persons are at each table--a student, teacher, board member or administrator and five community members.

Following a short welcome by the board chair, each person is given an index card. On one side of the card is written: "List three things you especially like about your school system." On the reverse side the individual is asked to "List three things you would like to see changed in the school system." The participants respond to these questions without benefit of discussion. The cards are then collected for later review and evaluation with a summary to each participant.

The remainder of the evening is spent with each group listing their goal preferences for the year. A specific time limit is given to complete this task and the goals from each table are then written on a large sheet by the table's recorder and posted on the wall. All participants are then given nine votes and time to read the listings compiled by all groups. Voting is prioritized following this inspection by allowing everyone to place their nine colored strickers (blue - high priority, red - middle priority, and white - low priority) any way they choose, regardless of whether the goals are on the chart written by their own group or another.

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Goals receiving the most votes are later reviewed by school district personnel and eventually prioritized and voted on by the school board. Results are printed in the local newspaper and then sent to each household. These goals are also incorporated into the evaluation of each employee and the superintendent.

This process allows the parents and students as well as district personnel to have a important voice in their educational program. Communication among all groups improves as does the commitment to excellence on the part of the staff. It is the students, however, who become the principal beneficiaries.

For further information regarding this parent involvement project contact Richard D. Johnson, Superintendent, Cashmere School District #222, 210 S. Division Street, Cashmere, WA 98815.

LAKE WASHINGTON SCHOOL DISTRICT

Parent involvement in education means many things to many people. For some it means asking parents to volunteer in the schools in a variety of ways from assisting with a reading group to cleaning out paint jars to planning the class picnic. For others, it means giving parents an opportunity to share in the decisions which affect their children and their schools. Parents in the Lake Washington School District are involved in all these ways.

The history of parent and citizen involvement in education in the Lake Washington School District is nearly as old as the district itself. In 1945, the Kirkland School District merged with the Redmond School District to become the Lake Washington School District. While this consolidation saved administrative costs and allowed both districts to broaden their offerings for students, particularly at the high schools, relations between the parents and staff in Redmond and the parents and staff in Kirkland were strained. As in most consolidations, citizens and staff in both districts saw the merger as a threat to "local control," to their ability to design their educational systems to meet their own children's needs.

Spurred by a group of citizens who lived between the two towns and who saw the need for closer cooperation and more trust between the two areas of the new district, the School Board established a Citizens' Advisory Council in 1948 to "serve in an advisory capacity and to help interpret school policies and procedures to the public." Through elected members from each school, the CAC became a communication link between the board and the parents in each school concerned about districtwide issues.

The CAC has been a potent force in the district since that time, studying and making recommendations on issues such as school closures, levy amounts, the district budget, transportation policy, the district food service program, and computer assisted instruction. CAC members have served on study teams examining a variety of issues including vocational education, student conduct, student rights and responsibilities, facilities plans, and district program priorities. They have also served on the district Instructional Materials Committee, a standing committee which decides which books and materials will be used in district classrooms.

For the past three years, CAC members have served on committees to interview prospective candidates for administrative positions in the district, particularly for principals and vice principals, as well as some central office administrators. For most positions, the Personnel Department has screened candidates, primarily on the basis of credentials, and then has selected nine or ten candidates to be interviewed by a committee of administrators, teachers, parents, and in a few instances, students. This interview committee then recommends three candidates to the superintendent, who makes a final recommendation to the Board.

This year the Board agreed to a CAC recommendation for making this process part of district policy. From now on, unless specifically exempted by the Board, citizens will be involved in interviewing administrators as they have in the past. The Board this year decided to put in writing what has been practice for the last three years.

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It is interesting to observe the relationship between the Board and the Citizens' Advisory Council in this district. It's no secret that School Boards have sometimes been antagonistic toward citizen involvement in decisions about education. After all, they are citizens, and they have been elected to represent citizen interests. In this district, however, several members of the School Board have been members of the CAC as well, coming to the Board armed with several years of valuable experience and knowledge about the way schools operate. These members have made considerable efforts to maintain contact with the CAC, to use information from CAC members when they're making decisions, and to support and encourage the CAC and its role in the district. In this way the CAC has continued to serve as a valuable communication link between the Board and the parents and citizens in each school.

Parents Help Set District Directions

In 1977, the district ran the first Districtwide Needs Assessment, designed to solicit opinions from parents and citizens about the needs and priorities for the district. Parents, students, citizens, and staff listed their opinions about what was right with the schools, and what needed to be changed. Results were available school-by-school, as well as districtwide, and became the basis for goals in several areas. These needs were translated into a district Five-Year Facilities Plan, which included construction of new buildings and renovation and remodeling of nearly all buildings. Identified needs became the basis for expanding the gifted program, for revamping the counseling program, and for making programs more consistent throughout the district.

This year, the Second Districtwide Needs Assessment has just been completed, and results are now being analyzed. This process will show whether citizens feel that progress has been made toward the needs they identified in 1977, and what parents, staff and citizens feel are the new needs.

PTSA Involved, too

In addition to having one of the few standing Citizen Advisory Councils in the area, the district is also fortunate to have an active and strong PTSA organization. Leadership in this group has been responsible for another unique program involving parents. With district support, each PTSA organization has developed a parent education program in its school. PTSA's have sponsored programs in parent Effectiveness, Human Effectiveness, Drug and Alcohol Abuse, Coping with Stress, Child Abuse, and Helping Children Learn to Read. The district provides funds for these programs and lists of instructors and programs which have been effective in district staff training programs, but individual PTSA's choose both the topic and the instructor to fit the needs of the parents in that school.

Major Studies Involve Parents

Three major studies are now underway in the district, all with parents and citizens represented on study committees. The first will determine the best ways to integrate handicapped students into regular school programs. This study team includes parents of both handicapped and non-handicapped students, as well as administrators and teachers from both programs. This team has been looking at Public Law 94-142, to see how it will apply in our district, as well as at programs in other districts in the nation to design a plan for complying with the law and providing the best possible opportunities for all students.

The second major study group is looking at the district's program for educating gifted students. A planning document is being developed by a specialist in gifted education and a parent. It will include a survey of the literature, a look at successful gifted programs in other parts of the country, and a plan for delivering services to the gifted students in our district. Once this planning document is developed, it will be reviewed by a larger committee of parents and staff from both gifted and non-gifted programs.

The third study will develop a health education curriculum in the district. Staff and parents will develop learning objectives for health from kindergarten through the twelfth grade in this sensitive area, and then select the books and materials to be used.

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Volunteers

Lake Washington schools depend on parent volunteers for a number of vital services. Parents work regularly in nurses' offices in each building. They publish newsletters in each building to keep other parents informed of school activities and events. They organize fund drives for programs for both parents and students. They organize our levy and bond elections. They work with the district's many English-As-A-Second Language students, particularly those who have recently arrived from Southeast Asia and speak little or no English. They work with the handicapped students at the Gordon R. Hauck Center and throughout the district.

Parents work with teachers in a variety of ways. In three schools, parents set up Science Shacks to provide science experiences for elementary students. They designed the Shacks so that a student may come in for a short period of time, often as a reward for superior classroom work, and perform any one of many experiments of varying levels of difficulty.

In another school, parents designed and built a nature trail on land adjacent to the school, designing a map and booklet to accompany students on the marked trail. The guide describes and names various plants, trees, and animal homes along the way.

Schools could not provide the variety of services and experiences they now provide without the help from parents and other volunteers. They are, as Erma Bombeck pointed out, a "vital luxury."

Summary

Parents in Lake Washington schools are involved, both as assistants and as decision makers. Involvement in all levels has made it possible to create a system designed to meet the needs of the children and families in our schools, and to provide the range of services and expertise which has come to be expected in the Lake Washington School District.

For further information regarding this parent involvement project contact Barbara Ryan, Public Information Officer, Lake Washington School District, P. O. Box 619, Kirkland, WA 98033.

COUPEVILLE SCHOOL DISTRICT

The Coupeville Elementary School uses many volunteers; our school enrollment is 390 with 74 ongoing volunteers.

Volunteers are used on a regular basis to help teachers in the classroom, with the Gifted Program, the Title I PAC, and the S.M.I.L.E. (Students Most Ideal Learning Environment) group. In addition to these, many ad hoc committees are formed to evaluate SLO's textbook selection and advisory committees as necessary. Many additional parents chaperone field trips.

The Friends of the Coupeville Schools, our equal to the PTA, plans many interesting discussion programs plus money raising activities. Many useful items have been purchased with these funds plus substantial contributions to school scholarships and the summer swim program.

Volunteers who assist the teachers in the classroom number 35. At the beginning of each year, volunteers fill out an application form and attend a one day training workshop in the District usually conducted by an outside resource.

A head volunteer and a teacher coordinator is appointed. These two persons then assign volunteers to fill the teachers requests.

In the gifted program, there is an advisory committee made up of volunteers. Our gifted program is made up of several mini-courses in which many of them are taught by resource people from the community who volunteer their time.

The S.M.I.L.E. Committee is the curriculum committee who acts in an advisory capacity to evaluate the curriculum.

It would be truly difficult if it were not for our volunteers.

For further information regarding this parent involvement project contact Howard J. Jacobson, Principal, Coupeville Elementary School, 2 South Main Street, Coupeville, WA 98239.

EDMONDS SCHOOL DISTRICT

The value of a good balanced breakfast and the foods that bring the proper nutrition is demonstrated by a preview breakfast in the classrooms at Cedar Way Elementary.

Arrangements are made with teacher and food service personnel. Our Food Service Supervisor, Mrs. Mary McFarland, sets up the menu and the service. Parents are invited to come and join in.

This program has involved all classes and parents, kindergarten through grade 4. The menu is simple juice, sausage and roll. The cost is 35 cents and it is favorably met.

Also at Cedar Way, once each month, parents are invited to come and eat lunch with the principal and discuss school related questions, ideas and concerns.

For more information regarding this parent involvement project, contact Elwin Wright, Principal, Cedar Way Elementary, 22222 39th Avenue W., Mountlake Terrace, WA 98043.

RICHLAND SCHOOL DISTRICT

A group of concerned Richland citizens have formed a parent group to learn more about the problems of drinking, fighting, drugs, vandalism and lack of school spirit in our high schools and to identify ways parents could help the schools address these problems.

The Columbia High Interested Parents (CHIP) committee has spent the last six months interviewing administrators, teachers, students, counselors, police and court officials to get a perspective about these problems.

They held a panel discussion in the fall attended by more than 400 people to inform the public about the issues.

They sent letters and made visits to Richland stores to urge owners to closely review identification before selling alcoholic beverages and to urge consistent enforcement of liquor laws.

They've served as volunteer chaperones at high school dances to assist school personnel and to gain perspective about school problems.

"We have received good cooperation from most stores and all school personnel have been enthusiastic. Most of the students also seem to support our efforts," says Ed Ruane, CHIP Chairperson.

According to John Nash, Columbia High School Principal, "There is no question - CHIP has been effective. Word is out among the kids and as a result student attitude has improved, discipline problems are down, teacher, administrator and student morale are all up." The message of the CHIP experience seems to be that concerned adults who take time to understand a problem and work with the schools to address it can have an effect.

For further information regarding this parent involvement program, contact John G. Nash, Principal, Columbia High School, 930 Long Avenue, Richland, WA 99352.

YAKIMA SCHOOL DISTRICT

Broadway Elementary's PTSA has sponsored a successful "Make a Toy Night" through the combined efforts of Broadway's Elementary PTSA and faculty, "Make a Toy Night" was a booming success.

Make a Toy Night consists of parents and their children armed with a hammer and their own ideas to create a toy for their children. It's a nice way for parents and their children to work together and further develop the parent child relationship.

The activity involved the entire school K-6, all the materials were donated - from scrap lumber to nails.

Power saws and drills were brought and operated by the owners of the equipment.

Make a Toy Night took place during the evening in Broadway's gym and we had a packed house each night.

A big thank you goes out to the Broadway PTSA, parents, students, and faculty for their enthusiasm, efforts, and cooperation to enable another successful community school activity.

For further information regarding this parent involvement program, contact Mickie Clise, Broadway Elementary Principal, 609 W. Washington Avenue, Yakima, WA 98902.

SPOKANE SCHOOL DISTRICT

The SUPER Parent Involvement Program is well on its way to becoming an established success story.

This program is implemented by twelve Home School Assistants working under the direction of Education Specialists in twelve schools.

Their primary responsibility is to take learning activities and games into homes on a weekly basis and train parents to carry out remediation activities with their children.

The emphasis of the program is on building the child's skills and confidence in a learning situation that is relaxed and positive. This is made possible through home visitations by trained home-school assistants. These home-school assistants work under the guidance of the classroom teachers and a resource teacher who works directly with the SUPER program. The children they work with are selected by the teachers as children who could benefit from this opportunity.

Learning objectives are set for each child. The objectives are determined by the concerns of the parent, the suggestions of the classroom teacher and the results of diagnostic tests, which help to pin-point which learning skills need attention.

The home/school assistant makes weekly visits to the child's home with appropriate materials and demonstrates their use to the parent. Parents continue the learning situation through the week. The home school assistant keeps a record of the child's progress and continues to aid communication between home and school.

Parents have a very important gift that only they can give to their children. A gift that even a child's teacher cannot give them. That is a gift of time. For a short time everyday parents can give individual attention to their child in a way that the classroom teacher cannot.

Parents are also encouraged to become part of the SUPER monthly parent meetings so they can help make plans for the future development of the SUPER program.

The home-school assistant works with 10-15 families in each of their buildings, spending approximately half an hour per week with the parents at home and twenty minutes a week with the individual child at school.

This program first implemented in the fall of 1979, was rated as highly successful by both parents and teachers involved in the first year. Interestingly enough, parents stated they felt they had learned more than their children.

Criteria for enrollment in the program is by either parent request or teacher referral.

This program serves those children in need of remedial help in one or more subject areas that do not qualify for other special programs.

There have already been numerous success stories of children learning groups such as math facts, moving up in reading groups, and improvement in weekly spelling tests because of parent interest in the home!

For further information please contact Teresa Hurliman, Education Specialist, Browne Center, Spokane School District, N. 200 Bernard Street, Spokane, WA 99201.

MERCER ISLAND SCHOOL DISTRICT

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In the early 1970's a group of music parents got together to form a committee with the purpose of improving the district music program. They studied the music program in several districts and submitted a report with their findings to the school board. Their report included many recommendations, one of which was to create a position of "Music Coordinator." After much deliberation and discussion the board did in fact create the position and a Music Coordinator was hired in 1973.

Since that time the committee was asked to stay together by the Music Coordinator. Through the years the committee has been invaluable in supporting the music program and has been greatly responsible for the improvements that have been made in the program. They have been an effective voice with the school board and community in communicating the needs of the music staff.

The committee consists of one representative from each school whose responsibility it is to work with the music teachers in the building in any way that is needed, and several members at large. In addition to assisting teachers at the building level many district projects occur each year. These projects have included; sponsoring music swaps, assist with the organizing and running of music contests and festivals, coach individuals and ensembles, accompany vocal performing groups and soloists, tune autoharps, monitor TAP machines, work with the local news media to get good newspaper coverage of district music events and activities, maintain and check out band uniforms, catalogue music and records, and many others too numerous to mention.

The committee has also been very helpful in providing feedback to staff as to how they perceive the success of the program in general. They provide a valuable communication link which has helped solve many problems and resolved potential difficult situations before they got serious.

For further information regarding this parent involvement project contact: Neal Porter, 9100 SE 42nd Street, Mercer Island, WA 98040.

KENT SCHOOL DISTRICT

Full support, interest and understanding of the parents of the district is every administrator's dream. The trick is how to do it. A good turnout at the open house or parents selling popcorn or spice racks is not parent involvement.

Real parent involvement and commitment must be developed by offering opportunities to participate as much or as little as a parent chooses. Kent schools have organized structured methods such as serving on a committee for two years to the less structured and formal methods such as the opportunity to volunteer for a project in the classroom. Many parents work in the schools as volunteers in the health rooms, libraries and classrooms, and they are recruited and trained differently in each school.

"Volunteer orientation and training are vital to any program seeking parental involvement," said volunteer Penny Ruteledge at Grass Lake Elementary recently. Penny staged an orientation program which included showing volunteers the location of workrooms, storerooms, classrooms, and even bathrooms, giving newcomers the opportunity to become familiar with the physical arrangement of the school. "Volunteers often don't know how valuable they are," she said. "It is up to the staff to reward them by telling them how much they have helped," she advised.

The Kent District formally seeks continuous community involvement with more than 30 advisory committees functioning throughout the school year to ensure the schools remain responsive to community needs.

Each Board member appoints two or more representatives to seven committees who research and recommend in the following areas: Instructional Materials, Health Education, Facilities Planning, Social Studies, Citizen Budget Review, Multi-Sensory Language Arts, and the newly-formed Safety Committee.

There are also building advisory committees and task force committees which are assigned specific tasks such as reviewing and recommending hiring of a principal for a school.

"I enjoyed working on the Title I committee," said committee member Helen Brooks. -"Our recommendations were really utilized, and I felt that we really had some effect; it was worthwhile." Helen said the committee was extremely effective and provided an active voice for parental concerns. "They were careful to see that everyone had a chance to speak and an opportunity to be heard," she continued.

The Instructional Materials Committee reviews books which are being piloted in the district, making recommendations to the district on books to be adopted. -"We've taken a stand on textbooks a time or two," said chairperson Marilyn Hansen. -"We have stuck together and done a lot of work," she said. "The district staff have been so supportive, paring down the tasks to a manageable size before presenting it to us. When the committee was first formed five or six years ago, we were trying to cover too much ground. Now with the quality of staff support we get, we are a lot more successful," she said.

All committee members do not always get things done the way they want, but they are philosophical about it. -"At least I had a chance to make my point and get attention for my views, even if the final vote did not go my way," said Facilities Planning Committee member Karen Brown. "I wasn't in favor of the boundaries being changed," she said, "but I was eventually outvoted," she added.

"The Comprehensive Health Education Committee is just getting into an exciting area," said Margaret Harto. The committee is headed by a parent, and they work closely with a team of district personnel who are charged with developing a health program for junior high school. A survey was just sent to parents of eighth grade students, and Harto said the committee is anxious to see the results.

Mrs. Harto is also the Kent Area PTSA Council president. She has been instrumental in providing leadership for parents in Kent. Among the council's many activities last year was a Nutrition Workshop which drew over 400 participants. Drug education, an ordinance banning the display of drugs in the city limits, and parenting skills workshops are among some of the other successes of this group.

Of course, individual PTA's in the district made their contributions also. A Grandparents Day at Scenic Hill Elementary, a creative dramatics program funded by King County Arts Commission and organized by Lake Youngs PTA, along with many other informational and educational programs all added to the success of parents organized to assist parents in Kent.

Parents are involved in Kent schools, and parents, administrators and teachers all appreciate the partnership. An active voice, supportive staff, knowledge that they are heard, consideration, and volunteer and leadership training contribute to real parental involvement. Of course, they also provide a two-way for effective communication.

For further information regarding this parent involvement project contact: Laurel Whitehurst, Kent School District, 12033 SE 256th, Kent, WA 98031.

CASHMERE SCHOOL DISTRICT

As a part of our successful advisor-advisee program at Cashmere High we hold "parent conferences" at approximately mid-year. The AA program in order to meet its objectives needs contact with parents--basically to establish good communications.

Good communications through parent conferences serves to eliminate problems in many areas of our program, including discipline, attendance, attitudes, academic effort and student involvement. If these areas are successful, what more could you want. We have an excellent "school climate".

The format includes prep time for teachers (advisors for approximately 20 students) to gather information about their advisees. This is done by form, research and personal contact with students, teachers and administrators. Then three afternoons are scheduled for conferences of 20 - 30 minutes each. Some conferences need to be scheduled in the early morning or evening for working parents.

During the last conferences, close to 90% personal contact was made with parents and the other 10% was contacted by letter or telephone conversation. The goal is 100% and with teacher commitment that goal can be reached without much difficulty.

We see success from parent conferences--for teachers, students and parents. Too often conferences are dropped after the sixth or eighth grade but the rewards are too great--include them for high school students too. High school students are kids too! Try it -- you'll like it.

For further information regarding this parent involvement project contact: Tom Pickett, Principal, Cashmere Secondary, Tigner Road, Cashmere, WA 98815.

CENTRAL VALLEY SCHOOL DISTRICT

Parents are very actively involved in our schools through the seventeen PTA/PTSA local units and the Central Valley Council of PTA/PTSA. This year we have over 2200 parents, teachers, and students as PTA/PTSA members working together for the benefit of children and youth in our community.

CV COUNCIL OF PTA/PTSA --The CV Council of PTA/PTSA in addition to being a liaison and an advisory body also initiates and supports programs which can be district wide in scope. The Block Parent, Parent Education, Reflections, Legislation, and Drug Abuse/Drug Paraphernalia are the focus areas this year.

Block Parents -About five years ago the CV Council of PTA/PTSA initiated a Block Parent program for child safety. All twelve of the elementary units participate in this program.

A council Block Parent chair conducts an orientation each fall to familiarize all local unit chairs with the guidelines and procedures. All applicants are screened by the Sheriff's Department. Each Block Parent receives the official Block Parent sign to display which offers our children the security of knowing they can receive aid and assistance.

Parent Education -A family Life Seminar was held in October for parents of our community. Over two hundred parents attended the seminar which was presented in response to the number of parents who had expressed a need for information on how to meet the increasing challenges of family life.

Legislation -PTA/PTSA members are interested in issues that concern children. The council and local units each have a legislation chair who work with parents and citizens in their school community to determine the issues which affect children in their city, county, and state.

Reflections -Reflections is the National PTA cultural arts program to encourage children and youth in the visual arts, literature and music.

The Reflections project became part of our council program in 1975 and each year the program grows as more and more children participate. Last year there were 559 entries. The entries are judged at the council level by professionals in the music, art and literature fields. The first place winners are then sent to the State PTSA Reflections committee for judging.

Drug Abuse/Drug Paraphernalia -The drug abuse/drug paraphernalia problem is one of gravest areas of concern for our members. Our parents are learning how to fight the problem through classes on drug and alcohol awareness and are starting to work for passage of drug paraphernalia ordinances which would prevent the sale and advertisement of drug paraphernalia.

LOCAL PTA/PTSA UNITS --At the local PTA/PTSA unit level members help their schools in numerous ways. Several elementary schools have volunteer aide and health room aide programs sponsored and staffed by PTA members. Some units sponsor Grandparents days, bike safety rodeos, music and dance programs.

Through book fairs, chili feeds, ham dinners, ice cream socials, carnivals, auctions, and the sale of spices, posters, T-shirts, popcorn, and ID bracelets, our local PTA/PTSA units and council raise funds to purchase playground equipment, athletic supplies, movie projectors, cameras, and many more things too numerous to try to list them all.

For further information regarding this parent involvement project contact: Karen Gottlob, President, PTA/PTSA, S. 123 Bowdish, Spokane, WA 99206.

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EDUCATIONAL SERVICE DISTRICT 105

"Listening," "Speaking," "Reasoning," "Auditivo," "Oral," and "Razonamiento," read the tabs on the two-inch-thick red loose-leaf binder, which encloses hundreds of practical suggestions for parents, to help them develop their children's language arts skills.

Planned and field-tested by both English and Spanish speaking parents, the ESEA Title I Parent Training Project is just off the press at Educational Service District 105, and is an unique product of home and school partnership. Bridget Lambert, co-director of curriculum services, was director of the project, funded by SPI.

Presented in 350 pages are details of simple game-like activities which an individual parent can do with a family or with only one child. Planners have been careful to suggest activities that do not require purchase of special materials other than those found around the home. Even more important, the exercises do not require advance reading or language expertise of participating parents.

"Actually many parents are learning, too," Ms. Lambert points out, "and are discovering new lines of communication with their children, and the value of even a few minutes each day with them."

The philosophy that parents are the primary teachers of their children and that schools are an extension of their efforts has been the motivation for the activities guide, Ms. Lambert emphasizes.

The Parents Training Manual was originally planned only for an English edition, but was quickly developed in Spanish also at the request of committee members preparing it. Each section of the book is color-coded, but it is also available in an all-white edition for ease in copying for school and home use.

Outlining the development of the training materials, Ms. Lambert reports that "I am proud of the widespread involvement generated in this project..." An ad hoc advisory committee of parents, teachers and administrators determined that the materials should be developed to help parents enhance their children's language skills. Committees to select objectives and develop materials met subsequently for several weeks. When their work was completed, parents tested the materials and sent back highly favorable evaluations in more than 300 written reports.

Each school in ESD 105 has received two copies of the manual, which has also been sent to Parent Advisory Committees and district offices. PAC members have been trained by Ms. Lambert in use of the materials, and they in turn will train other parents. Use of the materials is initiated either by school personnel or the parents.

The 350-page manual is available and can be ordered, either all--white or color-coded, from Jeanne Crawford, ESD 105, 33 South Second Avenue, Yakima, WA 98902. Cost of each manual is $25.

CONCRETE SCHOOL DISTRICT

In response to the question of how parents are involved in the Concrete Schools, I list the following examples which have proven effective.

1. High School Booster Club of 100 members supports student activity programs. The group raises $5,000 per year for athletic equipment, scholarships, musical instruments and miscellaneous projects as well as having work parties to improve school facilities (e.g. rehabilitation of school track).

2. Elementary School P.T.A. has 70 members supporting school programs in the lower grades. This group makes annual donations of educational materials to the library, helps with teacher-directed activities and room parties, and supports an arts/humanities program of local artisans teaching students "how to" create art works.

3. Parent conferences are held each year related to American Education Week. Principals and bus drivers have held meetings in small communities within the school districts, and parents discuss discipline matters in school and on the bus (this school disrict is composed of 7-8 villages and towns along 60 miles of the Skagit River).

4. Parents have been office/nurse volunteers in establishing and keeping immunization records in the two schools.

5. A new elementary school is being completed and parents have volunteered to help move from the old grade school. The elementary principal is planning a Saturday "volunteers to move" work party. Over 100 people are expected to participate.

6. Parents within the school district are being asked to help landscape planting areas at the new school. P.T.A., Boosters, Garden Club, A.S.B., and many individuals are actively working under P.T.A. sponsorship.

In a small community, teachers, custodians, secretaries are parents and neighbors as well as citizens. Employees interact in multiple roles and can be the most effective factor in parental involvement.

For further information regarding this parent involvement project contact: Roy LaPlante, Superintendent, P.O. Box 386, Concrete, WA 98237.

SAN JUAN ISLAND SCHOOL DISTRICT

For the last four years, Friday Harbor High-Middle School has averaged 70% participation in parent conferences. The key to involvement is establishing an appointment time with parents that is filled with information about student performance.

The procedure for increasing participation of secondary parents-guardians is as follows:

1. Appointment letter mailed out 1 week prior to conferences.
2. Student checklists (attached) given to teachers 3 weeks prior to conferences.
3. Every teacher completes a checklist for every student. Checklists are completed by two days prior to conferences and are returned to 1st period teacher. Comments are encouraged so that conferences led by the 1st period teacher are as informative as possible.
4. First period teachers prepare for conference by assembling student checklists for each of their 1st period students.
5. Teachers are given conference guidelines.
6. On conference day, the 1st period teacher conducts the meeting with the parents/guardians. The teacher summarizes the students' performance in each class by using the completed checklist with comments and an in progress grade.
7. After the meeting with the 1st period teacher, the parent/guardian can arrange to have a follow-up conference with other teachers.
8. Any parents/guardians not attending on conference day receive the student checklists in the mail.

This format requires more time and work by teachers. Our experience is that the satisfaction of meeting with most parents/guardians more than offsets the efforts expended.

For further information regarding this parent involvement project contact: Dr. Mike Vance, Principal, Friday Harbor High-Middle School, P.O. Box 458, Friday Harbor, WA 98250.

AUBURN SCHOOL DISTRICT

Last spring and summer I developed a parent education program for parents of pre-school children. The program is being funded through ESEA Title IV-C funds and is scheduled to begin in 1981.

In my years of teaching kindergarten, I have become convinced of the importance of involving parents in their child's education before the child is of school age. I noticed three critical areas where parents needed particular help - behavior management skills, basic child development, and knowledge of readiness skills necessary for school success, including suggestions for activities to help their child develop those skills. I then designed a parent program which I hope will give parents more confidence and skill in those areas.

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The program will consist of ten weekly discussion and sharing periods. Parents will be given information and ideas, be given the opportunity to share experiences, and will be asked to monitor their progress on some specific parenting skills. The emphasis will be on developing positive interaction skills between parent and child.

The sessions may be modified to fit the parents' needs and interests. Each parent will receive a 3-ring binder containing the reading material I've collected for each topic, along with the self-monitoring projects for some key parenting skills. In addition, I have compiled a list of many good sources for the parents to use to explore parenting or readiness further.

I am very much looking forward to participating in this project and am enthusiastic about sharing it with anyone interested. It is unfortunate, however, that this program is funded for one year only. Because I see the necessity of the continuation of this kind of program, I am willing to help in any way to promote the adoption of parent programs in our state.

For further information regarding this parent involvement project contact: Leslie Meisner, 27005 140th SE, Kent, WA 98031.

CAMAS PUBLIC SCHOOLS

In response to your request for successful parent involvement programs, we are doing a number of things which have proven worthwhile, i.e.:

1. Since the PTSA organization has not been active in the Camas community for at least a decade, Lacamas Heights Elementary has developed a boosters organization. This is a loosely formed group of parents that help in a number of ways around the building. Through these various avenues, the parents in this organization have a great deal of exposure to the school and it's program.

2. In addition to the Booster Club parents, a large percentage of the parents in the community volunteer in the school. This is generally organized by individual teachers, however advertising for such help is done on a school-wide basis via newsletters.

3. The Lacamas Heights staff has done a number of things to promote two-way communication.

   a. The above mentioned Booster organization and parent helpers obviously help with this communication.

   b. Every other week, the teachers send a newsletter to parents. Often, teachers will ask for ideas back at the bottom of these letters, thus completing the communication cycle.

   c. On the "off" week from the teachers, a principal newsletter is sent home. There are often places for parental response at the bottom.

   d. Phones have been installed in each of five clusters so staff can call parents for positive purposes as well as when there is a concern.

4. One form of positive reinforcement that has been both rewarding and effective has been the procedure of sending students to the principal for a positive visit. This visit might result in a personal smile gram, positive phone call to the parent or relative, etc.

5. Near the beginning of the year, a student/parent handbook is distributed to each family. This communicates to the parents schedules, school rules, and procedures.

6. In an effort to make a group of well behaved students even better, the staff initiated a school-wide behavior program. As part of this program, each student signs a behavior contract which he/she takes home for parental discussion and signing. This parental involvement in the students' behavior has been extremely effective in regard to the general behavior of the total school population.

7. Parents are invited to visit school as often as possible.

8. Both at the classroom level and the school level, parents are invited and turn out in large numbers for special programs such as plays, singing events, spelling bees and the like.

In closing, we have tried to do a number of things that would really involve parents in our total school program. The sum of all these activities is that the staff and I really feel we can better educate our young people if the parents are supportive and involved. This message that the home and the school need to be a team working together is transmitted clearly to the parents and I believe the parents respond in a positive fashion.

For further information regarding this parent involvement project contact: James Dunn, Principal, Lacamas Heights Elementary, 1120 NE 262nd Avenue, Camas, WA 98607.

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SEATTLE PUBLIC SCHOOLS

THOUGHTS TO KEEP IN MIND WHEN WORKING WITH A SCHOOL VOLUNTEER

WHY ASK FOR HELP?

Before asking for a volunteer, be sure you have in mind why you wish a volunteer and how you could effectively involve one.

Is it probable that sufficient and adequate volunteer help can be recruited for this assignment?

Is this a real job? Can its usefulness be made clear and concrete to the volunteer?

Can you imagine a person really wanting to do this job?

Are there possibilities for volunteer satisfaction in doing this job?

ORIENTATION AND TRAINING

Invite the volunteers to visit your classroom before beginning the assignment to observe. This will acquaint them with your philosophy and procedures.

Ask the volunteer how many students he or she would like to assist.

Be sure that your volunteer is thoroughly briefed and oriented in classroom and school routines, any changes in schedule, and especially so in fire safety and dismissals.

Make sure that volunteers understand essential technical terminology, professional "more," etc. Avoid using education jargon which volunteers might not understand.

ESTABLISHING GOOD COMMUNICATION AND RAPPORT

Hold regular (formal or informal) meetings when you can talk about student progress, new materials or assignments, etc.

Provide opportunities for the teacher/volunteer team to determine and review their goals and expectations.

Establish a feeling of trust and respect between the teacher and the volunteer.

Create an atmosphere in which the teacher and the volunteer are able to discuss ideas in an open and non-threatening manner.

Offer constructive criticism to your volunteer in a non-threatening manner and accept ideas or suggestions from your volunteer without feeling threatened yourself.

GIVING CLEAR DIRECTIONS

Give specific instructions and materials necessary for each job volunteers are asked to perform.

Keep a folder for the volunteers' assignments. This saves time and eliminates stopping to give oral instructions when the volunteer arrives. The folder could contain directions for alternative activities when the teacher or students are absent or when assignments are completed.

Explain to the volunteers how the particular task they are performing contributes to the overall program.

Give the volunteer background information on the student they are assisting when appropriate.

Assist the volunteer in establishing a good relationship with the students.

RETENTION AND RECOGNITION

Be sensitive to the skills of the volunteers and their need for support; watch for clues as to their interests.

Give assignments that stimulate growth and provide experience that increase effectiveness.

Encourage volunteer initiative and experimentation.

Be continuously alert to opportunities for genuine and purposeful recognition.

Phone the volunteers who have not come for awhile to see when they will be returning.

Welcome the volunteers back to school again in the fall.

VOLUNTEERS ARE PUBLIC RELATIONS AMBASSADORS

Your volunteer is a direct link with the community. The good impression you make enhances community good will.

Volunteers who feel themselves partners with the teacher, are doing a public relations job and are carrying to the community an appreciation of the good job being done by school people.

VOLUNTEERS ARE AS EFFECTIVE AS THE GUIDANCE PROVIDED BY THE STAFF

For further information regarding this parent involvement project contact: Gail Vitek, Seattle Public Schools, 520 NE Ravenna Blvd., Seattle, WA 98115.

NATIONAL SCHOOL VOLUNTEER PROGRAM

85 WAYS SCHOOL VOLUNTEERS CAN HELP AT THE ELEMENTARY SCHOOL LEVEL

These suggestions are only a beginning. You will think of other ways that volunteers can help.

1. Provide individual help
2. Listen to children read
3. Conduct flash card drills
4. Assist in learning centers
5. Set up learning centers
6. Reinforce study skills
7. Help contact parents for events
8. Prepare or reproduce materials
9. Work in health room or library
10. Check out audio-visual equipment
11. Practice vocabulary with non-English speaking students.
12. Make instructional games
13. Play instructional games

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14. Play games at recess
15. Prepare visual materials
16. Develop programmed materials
17. Grade papers
18. Assist students in charting progress
19. Tape record a story
20. Type stories dictated by students
21. Prepare bulletin boards
22. Help with book fairs
23. Work with underachievers
24. Reinforce Dolch words
25. Help select library books
26. Assist with field trips
27. Make props for plays
28. Set up or run bookstore or book exchange
29. Gather resource materials
30. Help children learn foreign language
31. Help with handwriting practice
32. Drill spelling words
33. Check out books from public library
34. Set up experiments
35. Take attendance
36. Collect lunch money
37. Escort children to bathroom, library, cafeteria
38. Work on perceptual activities
39. Make list of library resources
40. Visit a sick child at home
41. Work with a handicapped child
42. Prepare teaching materials
43. Record grades
44. Supervise learning of alphabet
45. Reinforce learning of alphabet
46. Reinforce recognition
47. Discuss careers or hobbies
48. Show a filmstrip to a group
49. Help young children with walking on a balance beam, jumping rope or skipping
50. Drill recognition of color words
51. Talk to children -- be a friend
52. Help students feel good about themselves
53. Help children with motor skill problems
54. Help children learn to type
55. Help students who play instruments or play a musical instrument
56. Make puppets
57. Dramatize a story
58. Help with cooking projects
59. Set up "grocery store" to practice math skills
60. Teach children to sew, knit
61. Make reading carrels from boxes
62. Tell stories with puppets, with flannelboard
63. Assist with singalongs
64. Discuss care and training of pets
65. Demonstrate different artistic abilities
66. Assist in after-school activities
67. Participate in community recruitment campaigns
68. Catalogue materials
69. Assist with personal needs
70. Supervise small groups or clubs work
71. Arrange for resource people
72. Discuss life from the point of view of a person with a handicap and the importance of understanding others
73. Discuss different handicaps
74. Discuss attitudes, feelings and emotions
75. Share ethnic backgrounds and experiences
76. Discuss farm life and farm animals
77. Share special collections or hobbies

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78. Demonstrate gardening

79. Help prepare assembly programs

80. Discuss holidays and special occasions

81. Discuss aspects of safety

82. Share information about local history

83. Show slides
    - Life in other countries
    - Parts of the United States
    - Crafts
    - Games

84. Demonstrating pioneer crafts
    - Weaving
    - Candlemaking
    - Soapmaking
    - Musical instruments
    - Toys/dolls

85. Assist in preparing mini courses in
    - Photography
    - Creative dramatics
    - Knitting
    - Square dancing

For further information regarding this parent involvement project contact Gail Vitek, Seattle Public Schools, 520 N.E. Ravenna Blvd., Seattle 98115.

NATIONAL SCHOOL VOLUNTEER PROGRAM

30 WAYS VOLUNTEERS CAN HELP AT THE SECONDARY SCHOOL LEVEL

1. Assist teachers in academic subject matter areas.

2. Help students who were absent to make up missed work.

3. Assist special education teachers, giving students extra drill and reinforcement of concepts.

4. Assist English teachers as lay readers of student essays and compositions, enabling teachers to give more writing assignments.

5. Assist with foreign language classes.

6. Help students find answers to questions about careers, training opportunities and college selection.

7. Contribute to social studies units. Resource people from the community can speak or be interviewed on topics in which they have experience and expertise.

8. Help students use library sources and assist with research projects.

9. Assist teachers in gathering resources for units of study.

10. Demonstrate cardipulmonary resuscitation to health classes.

11. Tape record textbooks so that students who have reading problems may listen to a cassette as they read their assignments.

12. Prepare tactile materials for visually impaired students -- using large print typewriters, Brailling machines, etc.

13. Assist in science and math laboratories.

14. Help in vocational classrooms and laboratories, such as printing, auto mechanics, commercial food and sewing, industrial arts, construction trades.

15. Accompany the school chorus and help build sets for the school play.

16. Arrange demonstrations and performances by artists and performers (such as musicians and dancers) and assist and encourage students who aspire to careers in fine arts.

17. Arrange meaningful field trips into the community to augment class learning.

18. Share collections, discuss hobbies, travels, and areas of special knowledge.

19. Assist in sponsoring school clubs and interest groups.

20. Assist with audio-visual equipment maintenance and scheduling, and with production of video cassettes and other AV products.

21. Assist the staffs of student publications -- yearbook, literacy magazine, newspaper.

22. Publish a parent-teacher newsletter to inform parents of student and school achievements.

23. Supervise students who are taking tests.

24. Assist non-English speaking students in expanding their vocabularies and improving conversational skills.

25. Share slides and artifacts from other cultures and countries as well as from different sections of the United States.

26. Share their own experiences, such as what it's like to be a handicapped person and how the handicap impacts on relationships and career choices.

27. Demonstrate a variety of artistic abilities.

28. Various ethnic backgrounds might share their differing life experiences.

29. Assist in organizing a college fair.

30. Assist in organizing a career exploration day or week.

NATIONAL SCHOOL VOLUNTEER PROGRAM

26 WAYS TO SHOW APPRECIATION TO YOUR VOLUNTEERS

1. Greet the volunteer by name; encourage students to use volunteer's name.

2. Thank the volunteer personally each day, noting special contributions.

3. Set a time to talk with the volunteer when children are not present; speak briefly with the volunteer each day before departure.

4. Celebrate the volunteer's birthday, and encourage students to write occasional thank you notes.

5. Use the volunteer's special talents, knowledge and interests in assigning tasks.

6. Give the volunteer increasing responsibilities and more challenging tasks.

7. Share articles and books of mutual interest -- on child development, learning styles, or content area in which the volunteer works.

8. Include the volunteer when planning class activities.

9. Include the volunteer in staff meetings and inservice training when appropriate.

10. Send a letter of appreciation.

11. Take the volunteer to lunch.

12. Call or write when the volunteer is absent or ill.

13. Invite experienced volunteers to train newer volunteers.

14. Seek training opportunities for the volunteer, perhaps by providing a PTA scholarship to a volunteer conference or workshop.

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15. Write an article on the volunteer's contributions for your volunteer newsletter, school newspaper, or community paper.

16. Ask the volunteer coordinator or school community relations staff person about a feature story on volunteers for the newspapers, radio or TV station.

17. Nominate your volunteer for a volunteer award.

18. Celebrate outstanding contributions or achievements.

19. Commend the volunteer to supervisory staff.

20. Ask volunteers to help evaluate program and suggest improvements.

21. Ask the children to evaluate the performance of volunteers, share their comments with the volunteers.

22. Help plan a recognition event -- an assembly, reception, or luncheon; invite the superintendent, school board, administrators, parents and community leaders.

23. Accommodate the volunteer's personal needs and problems.

24. Enable the volunteer to grow on the job.

25. Write a letter of recommendation when the volunteer requests it.

26. Call your volunteers in the fall and welcome them back to school.

For further information regarding this parent involvement project contact Gail Vitek, Seattle Public Schools, 520 N.E. Ravenna Blvd., Seattle 98115.

SEQUIM HIGH SCHOOL

Recently I had a positive experience of bringing Mom's back to school for a mother/daughter back to P.E. night at Sequim High School. Class members and their mothers were invited to join in "class" activities - starting with roll, warm-ups, etc. I have some general activity classes and a couple athletic training classes so an attempt was made to combine both during the evening. Following warm-ups we went into the weight room for a demonstration by some of those students. Then the class came back into the gym for instruction in volleyball skills followed by games.

The evening was a success by my evaluation as well as from comments from both students and mothers. Mothers became aware of what happens in the classes - what warm-ups, policies and activities are available. It was also a good experience for mom and daughter to participate athletically together.

For further information regarding this parent involvement project contact Lynne Metcalf, Sequim High School, 503 Sequim Ave. N., Sequim 98382.

TOLEDO SCHOOL DISTRICT

The Toledo School District is a small rural community in the southwestern part of Lewis County in Western Washington. The center of the school district is the town of Toledo, an incorporated city of approximately 700 people. The majority of residents make their living by working in some segment of the logging industry. Many farms are also located within the district and the farming community is a major influence in the life style and economy of the area.

The Toledo public schools have always reflected the conservative and hard working nature of the community it serves. The staff has been stable and the program sound with changes developing slowly over time. However, a concern had been expressed by the community to provide students with individual and personal attention in basic skill areas. A further concern was to provide this service without a significant increase in local district expenditures. Planning for the Toledo volunteer program began during the 1976-77 school year. First, parents and teachers of students in grades K-6 were asked to respond to a questionnaire regarding the greatest needs they *saw* for their children academically. The questionnaire went on to pose the question of what method could best be used to assist children in overcoming their needs. Results of the returns showed that in excess of 80% of the parents and teachers responding agreed that the students' greatest needs were in the area of basic skills. The response further indicated that teacher aides and some additional materials would be the best method to provide for the need.

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In the fall of 1977, a volunteer aide program was established in the elementary school. Twenty-five volunteers tutored fifty students throughout the school year. Daily records indicated project students received an average of one and a quarter hours per week of personal instruction through the volunteers. The final evaluation indicated significant gains were made in skill levels, classroom performance, and student attitudes.

Ten volunteers tutored seventeen students during the 1978 summer months. This tutoring occurred in the volunteers' own homes. Progress made by some students during this time allowed them to begin the school year at a higher level.

Volunteers were once again used for helping students during the 1978-79 school year. Approximately forty-five students at the Toledo Elementary were receiving individual instruction through volunteers and the program seems to be well on its way to involving the community in the educational system.

The 1979-80 school year led to even more support for the volunteer aide program. Not only were many children being worked with one-on-one, but a new phase of volunteers was being developed. People from the community with special talents or crafts were recruited to come into the classroom and share their abilities. Children showed a great deal of enthusiasm toward these volunteers and the learning taking place was exciting, with over 30 aides working at different levels and with many different responsibilities. We found that a price tag was hard to place on the program as the benefits much outweighed the cost.

During the summer of 1980 volunteer aides were recruited for summer school tutoring. Some aides worked with children in their homes while other aides came into school twice a week and worked with the children in a classroom situation. A total of twenty-five students received extra reinforcement in those subjects in which they were falling behind. As a result most of the students began the 1980-81 school year with a better attitude towards their skills because they were more confident in their work.

As the 1980-81 school year began, the enthusiasm for the volunteer aides in the classroom was overwhelming. At this point not only the elementary teachers were requesting aides but middle and high school teachers were also seeing the need of having a helping hand in the classroom. At the high school level volunteers are being used in many ways. We had a professional potter come in and give a demonstration on how to throw clay. A local historian spent time in the Western History classes talking and showing items that dated back to pre-Civil War. A professional photographer talked with classes about the field of photography as an occupation. At the middle school aides work with Title I students in a one-on-one situation. They also help in the seventh and eighth grade math classes. We have individuals that come in to help with arts and crafts, like macrame and sketching. At the elementary level we still have the main core of our volunteers working with children in the basic skills needed. Nothing can surpass the one-on-one attention that the aide gives a child. Aides' positive attitudes and encouragement gives the students a feeling of success which is needed to build their self confidence. We are still expanding our reach into the community for special services. The local doctor comes in to talk with the children about health. The volunteer emergency medical team conducts first aid classes with grades 4-6. Arts and crafts people are continuously sought for demonstration and the list goes on and on as to what can be done by a volunteer. It's truly an exciting program to watch grow and see the accomplishments made by interested people in our community.

For further information regarding this parent involvement project contact Sherry Fox, Coordinator of Volunteer Programs, Toledo School District, Box 469, Toledo 98591.

NORTH THURSTON SCHOOL DISTRICT

I teach the North Thurston District's Elementary (grades 1-6) hearing impaired class at Mt. View School. Due to the student's generally low language skills, they aren't able to pass on messages, tell of exciting activities, etc.

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I provide spiral notebooks for each child to be used for daily parent-teacher communications. The first page includes a list of all contact adults' names and functions (interpreter/aide, speech therapist, art & PE teachers, etc.) and classmates'names and ages. Each day I include information of upcoming activities, specific skills progress reports (a newly learned language pattern, speech sound, etc.), ideas for home activities to reinforce schoolwork, supply remainders (lunch money, pencils, hearing aid batteries). I also add cute things that the child said or did during the day that parents always appreciate. In turn, the parents tell me of upcoming doctor or dental appointments, work done at home, activities that I can utilize during language sessions, and if the child isn't feeling quite well or had a rough morning getting ready for school.

I spend roughly 30 minutes per day (during lunch) writing in the books. There are three positive outcomes from this:

1. Parents are informed of daily activities.

2. I rarely get parent phone calls either at home or school because almost everything can be written in the books, and

3. Parents know that I appreciate their valuable role in the education of their child.

Again, this has been very successful each year, but only because I have a small number of students.

For further information regarding parent involvement project contact Marcie Halperin, Mt. View Elementary School, 1900 College St., S.E., Lacey 98503.

MARYSVILLE SCHOOL DISTRICT

I have been teaching since 1978, both in special and regular elementary school classrooms, and have always used parents extensively. Currently, I'm teaching second grade.

For the last 2-1/2 years, I've called on parents to come into the classroom to discuss their careers. Some of the parents have shared the following job experiences: letter carrier, secretary, state trooper, fisherman, company phone employee, animal shelter worker, scientist, photographer... even an IRS compliance officer. From outside of the classroom, I've brought in parents to talk about real estate, hairdressing, nursing, music (musicians of all kinds--with instruments), and others.

The children learn about the prerequisites for a given job in addition to the duties that accompany a particular position. Presentations are particularly effective when the speaker brings along the tools of his/her trade. Presentations usually last 30-45 minutes.

Because my classroom is in a portable with no water source, certain art activities, like painting, become difficult. Every Friday afternoon, the same parent comes, prepares an easel, paper, and paints and takes the children to a hallway in a main building for painting. She chooses colors carefully and discusses mixing colors. The children have an opportunity for some added attention and a fun form of expression.

During the year, I ask parents to come in and "show and tell" their hobbies. One parent taught rug hooking, embroidery, and simple weaving techniques. The children made several little things for themselves and a beautiful quilt for me! Each child made a square and each child had an opportunity to help tie it off. As a result of these experiences, many of the children had new hobbies.

We cook once a week. This allows for an opportunity to follow directions, read, write, and learn about nutrition. One child is designated "chef of the week". (S)he brings a recipe and all the necessary ingredients. The "chef" also chooses two assistant chefs. With the help of a parent volunteer, these children prepare and write up the recipe. When they serve the snack to the class, the class figures out what ingredients have been used and the food value of each ingredient. It's exciting for me when I hear the parent helper discussing texture, or reading the side of a box with the children, or guiding them toward problem-solving rather than making all the decision.

Parent tutors come in during the week to take small groups of children for drill and practice in weak areas in reading and math. Before a parent

begins to volunteer, helping techniques and possible problems are discussed.

The necessary materials are all kept in the same place. Parents can come in, get supplies, take the children listed and go, without interrupting the class.

For reading, the parent takes two children at a time; one reads aloud while the other practices silently. When finished reading aloud, the child returns to the room and sends the next child to the parent. The parent keeps a simple record of readers and books read.

And, of course, parents can (and do) help with paper correcting, game making, and classroom clerical work. I've even had parents work with small groups of children to make a monthly bulletin board.

Parents who have taken trips are great resources, also. One parent brought slides of Japan, dressed her son in a kimono with an obi and getas, prepared an international treat, and then proceeded to teach the children how to eat with chopsticks! It was a treat to watch 25 second graders struggling with chopsticks in an effort to get their snack from bowl to mouth.

Using parents effectively takes good organization and management in addition to careful scheduling. When bugs are ironed out, the classroom becomes a very enriching place where "in-school field trips" are constantly taking place.

For further information regarding this parent involvement project contact Linda Stone, Shoultes Elementary School, 13525 51st N.E., Marysville 98270.

BURLINGTON EDISON SCHOOL DISTRICT

I am extremely pleased and proud of a volunteer program we call "healthroom mothers." Each school day a mother comes to our healthroom to attend to the various needs of students; cuts, bumps, TLC, etc. Mothers are scheduled for one day each month. They are scheduled by a parent chair. When mothers are not busy attending to students they write personal letters, work on hobbies or help the secretary. This program has provided a service to students, helps the secretary, brings parents into the school and has created greater familiarity between faculty and parents.

For further information regarding this parent involvement project contact Donald Zorn, Principal, West View School, 515 W. Victoria Ave., Burlington 985233.

SEATTLE SCHOOL DISTRICT

While I cannot speak for the Seattle School District I can speak for how we involve parents at Eckstein Middle School in Seattle.

In addition to the formal PTSA structure we involve parents in several different ways. Parents are voting members of the school's Instructional Council and attend faculty meetings if they desire. Each department and team has at least one parent representative who attends meetings and acts as a liaison between the school and the community.

Parents also co-chair activity committees, helping plan and organize various student activities for the school. They also work in the school in a variety of ways volunteering time to tutor students, help the librarian and nurse, make popcorn at lunch time, help secretaries with filing and collating materials, chaperoning field trips, etc.

Over a year's time we have over 150 parents actively involved with the school on a regular basis.

For further information regarding this parent involvement project contact Kenneth Dorsett, Principal, Eckstein Middle School, 3003 N.E. 75th St., Seattle 98115.

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VANCOUVER SCHOOL DISTRICT

I am working with the HOSTS (Help One Student To Succeed) Reading Program in the Vancouver Public Schools. This program is a tutorial, remedial reading program in which volunteers from the community are asked to come to the schools and tutor each child for half-an-hour, using a lesson plan prepared by the Reading Specialist, to meet the individual needs of each child in the program.

We feel this is an excellent program. It not only remediates the reading problems of our students who are working below grade level, it shows the community we do have programs that are working to help solve the students' reading problems.

We are not only encouraging our parents to help, but we also encourage citizens of all walks of life and age groups to "GET INVOLVED-Find out what's happening in YOUR schools."

For further information regarding this parent involvement project contact Marian Reeder, Volunteer Recruiter, Vancouver Schools, Vancouver 98661.

NATIONAL VOLUNTEER SCHOOL PROGRAM

SHORT TERM AND "AT-HOME" VOLUNTEER JOBS

Examples of "at-home" jobs by parent volunteers

1. Typing
   a. Letters, notices, forms, school directories
   b. Stories for storytellers to use
   c. Students creative stories
   d. School newsletter
2. Recording scores, grades, etc. in books or on computer cards
3. Sorting and filing magazine pictures
4. Tearing out workbook pages
5. Cutting out letters and numerals for charts/bulletin boards, then organizing them in folders/envelopes
6. Assembling prepared games and other teaching aids
7. Assembling or constructing art materials from patterns
8. Exchanging babysitting-tags, name tags, signup sheets
9. Block Home organizer
10. Wash classroom paint aprons, etc.
11. Pinpoint maps
12. Sewing--play and puppet costumes; pillows and curtains
13. Book covers
14. Recipe cards for cooking classes
15. Mending books and book binding; hardback book repair
16. Making paper frames for displaying art work
17. Making posters and charts
18. Making name tags, identification labels: lettering and art skills
19. Newcomer Packet
20. Furniture refinishing
21. Paper grading
22. Up-to-date volunteer information/newsletter/bulletin

23. Coordinator-teacher responsibility: directions for completing at-home jobs, where to find materials, date due, etc.

Examples of "at the school short term" jobs by parent volunteers

1. Cut, color, paste jobs
2. Grade and/or correct students' work
3. "On-the-spot" art material preparation
4. One-day testing/evaluation aide: i.e., P.E. skills
5. Health programs (vision testing, weigh-measure, etc.)
6. File materials in folders for parent conferences
7. Present a story, puppet show, art lesson
8. Field trip chaperone
9. Clean art supplies and put in order
10. Rotate exhibits on science table
11. Mount bulletin board displays
12. Keep room and supply cupboards in order
13. Prepare and run off dittos for teachers
14. Laminate and/or dry mount items for teachers
15. Guest speaker/Resource person

For further information regarding parent involvement project contact Gail Vitek, Seattle Public Schools, 520 N.E. Ravenna Blvd., Seattle 98115.

ONALASKA SCHOOL DISTRICT

We're pleased with the amount of involvement and the successfulness of parental input in Onalaska. Twice a year we dismiss school at 1:00 p.m. for a week of parent conferences. Our attendance rate has been 98%. Besides the conferences many of the intermediate teachers send home weekly grade sheets that are signed by the parents and returned. The parents are pleased to be informed so often about their children's progress.

Title I PAC had an active volunteer program last year. About ten high school students and adults were involved tutoring students.

This year the program is not sponsored by Title I but there are still about ten adults who help in the classes or run dittos.

For the first time the P.T.O. is involved in evaluating handwriting. Each month students are asked to copy a poem or verse. These are collected and the P.T.O. officers select two that best meet the criteria for that grade level.

Each year the P.T.O. sponsors a Christmas Bazaar and a Spring Carnival. The proceeds are used for playground equipment and this year an emergency receiver. There is a lot of community involvement and support in both of these efforts.

For further information regarding this parent involvement project, contact Anita Rakoz, Principal, Onalaska Elementary, 64 West 6th St., Onalaska 98570.

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BAINBRIDGE ISLAND SCHOOL DISTRICT

The Bainbridge Island Public Schools have used the volunteer services of caring adults in their classrooms for twelve years. The experience gained during this period has convinced the school directors, school personnel, and community members of the benefits of such a program. Out of this broad based support has risen one of Washington State's proportionally largest school volunteer programs. During the school year 1979-80 the school volunteers on Bainbridge Island "logged" 15,050 hours (exclusive of coordinator and other non-recorded times). The student population was approximately 2,100. There were 225 volunteer classroom aides each week that year; volunteers helping on an irregular basis far exceeded that number. The range of involvement is as great as the numbers. The benefits realized are obvious to all.

The educators benefit because they are relieved of many non-teaching duties and can spend their time with the substantive teaching they are trained to do. The volunteer aides assume some of the excess paper work: typing and mimeographing, processing book orders, filing student papers, reshelving materials, etc. When there is more that one adult in the classroom there is also a wider range of student services available. Some teachers use their aides to listen to students' oral reading, give make-up tests, review vocabulary lists, do math drills and games, and offer one-to-one tutoring. Teachers appreciate being able to offer greater depth in the curriculum by inviting a volunteer with specialized knowledge to speak to the class and/or conduct enrichment classes with small groups.

The community benefits as the schools become more accessible. With a large volunteer force there is less likelihood that the schools will be in an adversary position with the community and parents. The community (beyond the parents) finds it has a vested interest in the schools. It supports the schools on special levy elections. The adults learn from the younger citizens, thus becoming aware of the partnership they have in developing our community.

The students' benefits in having a dedicated volunteer group working with them are realized in a more personalized, one-to-one, broader education. They see adults valuing education with behavior, not just words. Students experience a wide variety of teaching approaches and are afforded an ideal opportunity to develop flexibility and tolerance for others. As speakers come into the schools, the students are exposed to people with international credentials. A variety of specialists are accessible and interested in sharing their talents and knowledge. The mutual respect which evolves enhances education for everyone.

The structure of our School Volunteer Program follows a central format. Within this format, each school is encouraged to individualize the program. There are three main areas in which the volunteers participate.

I. Enrichment programs broaden the school program and challenge the students to develop their own interests and abilities. The volunteers meet requests from the staff to help with:

   -- special projects within the classrooms. For example, science experiences, woodworking projects, understanding and building gas engines.

   -- mini-courses in leadership skills, French, bulbs and batteries, metrics, marine biology, poetry, advanced reporting skills, calligraphy, and producing radio programs.

   — student conferences and fairs such as the Young Authors' Conference at Seattle Pacific University and the Kitsap County Science Fair.

   -- special noon-time activities; for example, model rocketry, Chess Club, Advance Book and Discussion Club, library enrichment presentations by community hobbyists and craftfolk.

   -- before and after school activities including plays, guitar classes, bird watching, gymnastics, and square dancing

II. Teacher/classroom aides prepare teaching materials, grade papers, and help individual students. They act as general helpers in any way the teacher requests. This program is used primarily in the elementary and middle schools.

III. Tutors assist individual students in academic course work. The tasks and responsibility for the tutorial program depends upon the grade level.

-- Elementary. The teachers provide direct supervision for the volunteers working with students needing special attention in basic skills.

-- Middle School. the volunteer tutor help can be requested by the teacher, counselor, parent, or student. Volunteers work with students on a one-to-one basis with academic subjects, basic study and organizational skills, learning to stay on task, and completing assignments. A special task force of volunteers interested in helping students with learning disabilities provides a carryover of the remedial work done in the elementary schools. These volunteers also record materials for student use (textbooks and literature), administer oral tests, and generally support the teachers and students in their efforts to deal with the various kinds of language learning disabilities.

-- High School. Students, parents, counselors, and/or teachers can request help in any academic subject area. Physics, civics, language arts, literature, foreign languages, math, chemistry, and general study skills are among the subjects covered by community tutors. The student and tutor schedule their meetings. The student signs a contract which states the "rules" and goals of the tutoring and releases the classroom teacher to discuss the student's classroom performance and grades with the tutor. The tutor agrees to provide, upon request, an evaluation of the student effort in the tutoring sessions.

-- English as a Second Language (ESL) tutors work in all grades under the direction of the ESL and classroom teachers. This special group of volunteers assists the teachers with Limited English Proficiency students new to our schools. The volunteers receive training in ESL teaching techniques as well as cross-cultural information. This part of our program has become an exciting way to involve our culturally diverse community in the schools, sharing specialized language, skills, and ethnic backgrounds.

The building principal has general supervision of the volunteer aides in the school and is responsible for the program in that building. A staff person is designated as Enrichment Coordinator and works with the volunteers in carrying out all aspects of the program. Each building has two volunteer coordinators.

The building volunteer coordinator is responsible for the day-to-day operation of the School Volunteer Program in the school. This person surveys the needs of teachers and schedules aides to meet those needs. The recruitment and training of the classroom volunteer is also part of this job. The building volunteer coordinator serves as an active troubleshooter between the staff and the volunteer. Close cooperation between the administration and coordinator facilitates the communication among the adults working with the students. The coordinator publicizes the program and maintains records/files of the services rendered by the volunteers. This person prepares the year-end evaluation for the school.

The second building coordinator works with the Enrichment program. Mini-session "teachers" and outside speakers are recruited and scheduled by this person. Program planning with the teachers and staff enrichment person is another part of the Enrichment Volunteer Coordinator's job. Workshops and special noon-time and/or after-school activities are also the responsibility of this coordinator. In some schools, a sub-chair is responsible for a specific section or project within the Enrichment program.

The Bainbridge Island School District has a salaried manager for the district-wide volunteer program. This person administers the program throughout the district and assumes the responsibility of providing continuing supervision, motivation, and counseling to volunteers and building coordinators. The manager maintains a community human resources file and helps to promote the volunteer program within the community. As spokesperson for the school district among and for the volunteers, the manager facilitates communication among the district's five schools. S/He coordinates the overall program so that there is a consistency and yet uniqueness about each school within the district. The manager works under the supervision of the Curriculum Director.

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The goal of the School Volunteers it to enhance the education of Bainbridge Island students. Under the supervision of the school administration, volunteers work together with school personnel to accomplish this goal. As the program taps the human resources outside the schools it reaffirms the partnership we all have in making the process of public education more effective.

For further information regarding this parent involvement project contact Neal Nunamaker, Superintendent, Bainbridge Island 98110.

BAINBRIDGE ISLAND SCHOOL DISTRICT

THE SRV MID-YEAR REPORT
OR
THE BIANNUAL COMPENDIUM OF INCREDIBLE PARTICIPATORY ACTIVITY
ON BEHALF OF A CONGLOMORATE OF EXCEPTIONAL DO GOODERS!

Model rocketry--Build 'em and Blast 'em , French I , Danish I , Micronesia-Its customs and artifacts , Producing a Literary Magazine , Writer's, Workshop , Theater, Stagecraft, and Drama , Square Dancing's Fancy Footwork Workshop , Exploring Computer System , Rat Mazes--The study of Behavior Systems!

Spring schedule for the Parks and Recreation Department? Offerings perhaps of the U.W.'s experimental workshop? Bush School's Gifted Program?

Hardly. Simply a sampler of the incredible enrichment programs being offered through our own B.I. Public Schools!

Thanks to the tremendous efforts by parents, teachers, staff and community volunteers, the island schools have extra and intra-curricular activities geared from one-on-one, to small group, to larger group offerings of a more general nature, to all-out, all-school, all-incredible efforts popular at all the schools.

Some of the enrichment programs are of a nature to be fitted into the regular school day curriculum. Many are provided during the noontime while still others are organized before or after school. At the high school level there is an evening program, and if need be, weekends can be utilized for more intensive activities.

Many of the programs are mutual to one or more schools, such as foreign language offerings at the elementary level, taught by teachers or volunteers; the fossil field trip, study, display and discussion; creative writing workshops; literary magazine productions; cross-age tutoring in math, science, languages, etc. The noontime programs vary from school to school and range from sing-a-longs to a Japanese doll display, to informal lectures by local volunteers and notables, to What's To Do in the Big World?--a career awareness program. The noontime is an excellent time to introduce the community volunteer to the public schools. Short lectures such as presented at Ordway on Micronesia with artifacts and slides, or the various careers programs at Blakely that have or will include a male ballet dancer, a dental hygenist, a beekeeper, an EPA representative to speak on "I Work For the EPA--What's That?", and even activities, careers, hobbies and interests of community volunteers. This is also an excellent way to expose more children to an enrichment activity.

Special all-school programs include:

--A Wilkes Veteran's Day program—a round table discussion by 4 veterans of 4 wars, WWI, WWII, the Korean War and Viet Nam, sharing their experiences.

--The Science Fairs at Ordway and Commodore.

--The Math Fair at Blakely culminating in participation in the Seattle Math Fair competition.

--The Wilkes Annual Garden Fair highlighted by a superb array of homegrowns and unique vegie sculptures. This began a year of activities emphasizing the environment. Speakers have also spoken on recycling, ecology, litter and energy.

--Several school publications, such as the various literary magazines and school newspapers including the very successful Blakely Bubble Gum Printing Press, and Star Words, encourage all school participation of the selected writings and artwork.

--"Duo Voce" - two women sopranos, sang various operatic selections geared for children. (Presented in two assemblies)

--Fall apple gathering and pressing resulting in "the best apple cider I've ever tested in my whole life" in the words of one enthusiastic taste tester.

--A special emphasis on music this year at Wilkes has also included the PTO sponsored string music program which is a shared program available to the other elementary schools, with long range hopes of an all-elementary school orchestra!

Many special enrichment activities are held at specific grade levels also:

--1st graders are treated to special science units and brine shrimp culturing.

--2nd graders, as part of a pioneer unit at Wilkes visited a goat farm, made butter, cornbread and cider, and were also treated to a visit by a local weaver who showed them the basics of carding wool and weaving.

--The third grades at Blakely, Wilkes and Ordway were the participants in the fossil unit early in the year. Also at Wilkes, the third graders are currently recreating models of a Southern mansion, a colonial village, covered wagons, a fort, train, log cabin, steamboat and keelboat as a part of their social studies program.

--Island fourth graders were treated to a trip to the Seattle Center Playhouse recently, for the dramatic production of A Wrinkle in Time.

--Fifth grade students on the island are exposed to a variety of enrichment activities from leadership and decision making skills workshops, guitar and recorder lessons, fifth grade chorus, to writing to the Presidential candidates, rat mazes, pottery, calligraphy and others.

Short term workshops are generously donated by our community volunteers such as, the Hows and Whys of Pinhole Camera Photography; Sculpture Workshop - culminating in a tangible addition to the school building; Pottery; recorder music classes; How Teeth Are Formed (real skulls used for explanation were a big hit!) was a lecture which resulted in a third grade performance of the play, The Toothache Mystery!; Advanced reading (20,000 Leagues Under The Sea with discussions); Haiku workshop; and mini-craft sessions.

Some of the short term small group offerings are particularly noteworthy as they are instructed by our teachers. Such extra effort offerings include the calligraphy unit, French, Danish, the Rat Mazes, Playwrites, Inc., Knitting, Puppetry and more. Even the principals at various schools are active volunteers instructing classes in such things as How to Make a Topographic Map (with B.I. focus), Model Rocketry-building and firing, and yes, Ted Ogata is really going through with the square dancing unit! He's polished up his dancing boots and is practicing his do-si-does!

Of course the "biggies"; The school plays, fairs, hands-on science programs, etc., take a tremendous cooperative effort by all.

Wow! Enrichment we've got! However, not to be outdone, our very, very special inclass volunteers have been most faithful this year. The classroom volunteers are enjoying working with the children on a one-to-one or in small groups assisting with basic skills in reading and math. SRVs are being trained and used effectively with the Title I Reading program with enormous satisfaction from all corners. Many volunteers are helping with a variety of clerical tasks - paper correction, score recording, typing, etc., either at home or at school. Don't forget the at-home volunteers for short term work that could be sent home!

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Encouraging aides and teachers alike to specify how best to use their volunteer time seems to have eliminated many of the problems of past years. This year's drop out rate has been quite low by comparison.

An outstanding SRV special task force under the direction of English As a Second Language teacher, Joyce Lhamon, has stepped in to assist the Vietnamese and Cambodian students new to our schools. Despite the hurdles, fears and frustrations, the children are learning in leaps and bounds thanks to the volunteers, teachers and staff alike. What a supportive welcome to our new residents.

Another special task force has filled a tremendous need at the junior high level. Under the direction of Gail O'Dell, a learning disabilities program provides a much needed carryover of the excellent work now being done at the grade school level. Volunteers are recruited to aide students on a one-to-one basis whose language learning skills keep them from being organized, staying on task, and completing assignments. Volunteers also assist in recording materials for student use, administer oral tests and generally support the teachers and students in their efforts to deal with the various kinds of language learning disabilities.

At the High School level, the Thursday evening study hall program is directed by teacher/coach, Steve Hohl. Here any student experiencing difficulty in practically any academic area can receive extra tutorial help offered by a large staff of volunteers. Physics, civics, english lit., language arts, general study skills, foreign languages, math, chemistry and biology are among the subject offered. These volunteer tutors also are generally available for individual instruction at other times.

While both the enrichment and in-class volunteer successes make glowing lists, the effort to keep improving the programs is on-going. Volunteers are a vital part of our school program and teachers who use their volunteers creatively and effectively can look forward to realizing the benefits of a well-trained, enthusiastic reliable aide. Also, taking advantage of the special enrichment volunteers either via the resource file or by notifying the SRV coordinator can add a vital, visual and personal extra to a particular study unit. Concentrating on creative writing? Request a local author as a speaker. Studying N.W. Indians? How about a speaker on Indian culture and lore combined with an Indian basket weaving demonstration? We have a European born volunteer who enjoys presenting a metrics unit. Many volunteers are available to speak on various cultures and travel experiences. Some new additions to our resource file include:

--A volunteer who has traveled extensively in Kenya and Alaska, who is willing to share slides and lecture about the animals of these areas.

--Another volunteer with several pieces of African art.

--A birdwatcher.

--A volunteer interested in giving a lecture, demonstration and showing a film dealing with solar power and energy saving. He has a research barge in Pt. Madison which is available for tours. He has also developed programs for grades 1-3 and obtained the necessary funding to complete a solar greenhouse!

--A nutritionist interested in working with specific classes on a nutrition unit.

--A parent who grew up in India.

Whew! Almost done. I did want to applaud the efforts of Anne Blair, the SRV overall coordinator, with whose inspiration the SRV program in striving for a new plateau, has established a more organized effort at the individual school level as well as a more cooperative atmosphere between the schools. Individual coordinators are encouraged to share information, ideas, speakers, etc., with hopes of future shared programs.

For further information regarding this parent involvement project contact Anne Blair, Coordinator School Volunteer Program, Bainbridge Island Schools, Bainbridge Island 98110.

MOSES LAKE SCHOOL DISTRICT

KNOLLS VISTA NEVER LOOKED SO GOOD!

After a year and a half of implementing the KNOLLS VISTA KID program, Principal Robert Heikell and his staff has seen students learn self management and appropriate behavior. Parent participation has been essential for it to work.

Discipline problems have decreased significantly in the Knolls Vista Elementary School these days, with a noticeable improvement in student success with grooming, communication skills, having more sparkling personalities and even educational achievement. Back about '76 or '77 all the Standardized Test Scores for this school averaged below the 50th percentile (below national norms) for EVERY subject sub-test. Last year the average of all scores was above national norms.

Mr. Heikell also related that during the past two years youngsters are accepting responsibility for their own actions. Three to four years ago the custodian's Monday morning greeting was, "well, I caught twenty-five of them this weekend," and he was talking about students breaking windows. Last year there were two broken windows--one of them was an accident. This year there haven't been any.

Three to four years ago the city put a water pump in the lower corner of the school ground. The day wasn't half over when the concrete was ruined by the students. Last year the students and Mr. Dorsing poured a concrete slab that was fifty feet square and that was done during the day of Halloween. There isn't an initial on it.

And discussing safety, both on the school grounds and going to and from school, he had this to say: "The school year is one-third completed now and three years ago the stack of school bus tickets and warnings was over three inches thick. This year there are only fifteen tickets."

A few years ago if your friend happened to be teaching at Knolls Vista you may have commented, "What did you ever do to deserve that!" or "Who's mad at you?" The past two years parents have eagerly signed up for Mr. Heikell's Increasing Human Effectiveness courses at which they learn to apply basic positive self-image concepts to their own lives. Most attending the course are enthusiastic volunteers in the H.O.S.T. program, after school sports, music, school bus discipline, school improvement projects such as the draperies sewn from discarded fabric from the old Air Force Base auditorium, PTSA money-making projects to benefit four children's special projects, and so forth.

Parents helped instigate the program when they voiced their concerns at PTA meetings and the school district formed a Discipline Committee which set up a code of behavior. The teachers and their principal used these ideas for their Knolls Vista Kid program and decided to capitalize on the idea of catching students in the act of doing something right

How can a handful of I"M A KNOLLS VISTA KID buttons come off as the best thing in town? The answer is when our teachers build on positives...when you see the kind of behavior you want you act on it, which means the student is given this button which you even see the boys wearing with pride!

The badges were designed and made by the kids and each of the adults in the school has a handful of them to distribute to students in the act of doing something kind.

So the teachers aren't preachy on discipline matters, but they have helped students know the difference between such little things as reporting and tattling, or more basically helping or hurting their friends.

You can see why parents beam when they discuss the progress that has been made. The Knolls Vista Kid is one who:

1. Can do what needs to be done whether or not someone else is watching.

2. Does the right thing whether or not it is the popular thing.

3. Realizes that he/she doesn't have a choice whether or not he/she sets the example--only what kind.

4. Manages himself/herself wherever he/she is.

5. Makes the best of things even when they're not exactly as he or she likes them.

6. Makes a friend by being a friend.

For further information regarding this parent involvement project contact Robert Heikell, Principal, Knolls Vista Elementary, 454 Ridge Road, Moses Lake 98837.

EDUCATIONAL SERVICE DISTRICT 112

RE: WRITING RESOURCE VOLUNTEERS

How do you help children realize that writing is a skill that has importance outside the limited confines of the classroom? Project WRITE, a Title IV-C project, hopes to find an answer through involving community volunteers. Parents and retired individuals are working with sixteen 6th and 7th grade teachers in the Camas and Battle Ground School Districts to insure mastery of composition skills by the time students enter the ninth grade.

Volunteers work with students from two to eight class periods a week. They work as individual tutors, small group stimulators, writing respondents, and special project editors. Since Project WRITE is organized on a mastery learning format, the Writing Resource Volunteers have been particularly helpful in providing individual tutoring for those who need extra time to achieve mastery of a targeted skill. Students who have demonstrated a mastery of a unit's material on the pre-test may be assigned a volunteer to work on special writing projects.

Teachers have the opportunity to work individually with a volunteer or combine with other teachers and use three or four volunteers as a group resource. Writing Resource Volunteers have been trained to read and respond to children's writing, providing some relief for the paper glut that can accumulate from a project that emphasizes a child's ability to demonstrate skill mastery through writing samples.

We have found that students who have a history of non-success in composition are able to generate written language from oral interaction with a writing volunteer. More importantly, the building of a base of successful writing experience is helping to change the attitudes of the "I can't write!" student.

Project WRITE is involving all Writing Resource Volunteers in the task of curriculum development and review as well as training them to be effective holistic scorers for yearly evaluation of student progress.

If you would like more information about the use of volunteers in writing programs, contact Britt Nederhood, Project WRITE Specialist, E.S.D. 112, 1313 N.E. 134th Street, Vancouver 98665.

ISSAQUAH SCHOOL DISTRICT

The dialogue between parents and students that takes place in the Junior Great Books discussions in our school is the most exciting and beneficial use of volunteer time I have seen yet.

Three years ago we began regularly scheduled Great Books Training sessions in Issaquah to teach adult leaders a process called "shared inquiry". The trainer worked with interested teachers and parents in ten hour workshops. We now have 11 qualified volunteer leaders as well as 11 staff members in our building and many other trained volunteers, librarians and teachers in other schools in the district working with students from second grade through junior high school, leading discussions, working in teams, and enjoying it thoroughly.

Although all of our school's present volunteers in the program are retired teachers, as well as being Sunny Hills parents or grandparents, there is no special requirement to participating besides an interest and the training course which our school library arranges as well as subsidizing the tuition for the volunteer.

I'm happy to say that for the last two years every 2nd, 3rd, and 4th grade in our school, which goes from kindergarten through 4th, has had a chance to participate thanks to the volunteers and their enthusiasm. The parent volunteers spend from eight to twelve weeks with each class in Friday morning discussions. The teacher makes sure that each student has read the story at least once, usually twice, and understands the vocabulary. On Friday mornings the volunteers meet in the library and decide, over coffee, which questions to ask about the story. Then they meet with the students in groups of 15 or less.

As a librarian I have seen this kind of fun grow from a small idea to be used with gifted students, to a school wide accepted part of our Language Arts curriculum because of the response of the boys and girls and the dedication of the volunteers. We could not have anything like this without them. I know that the experiences that the leaders and the students are having are rewarding. The leaders have a chance to ask genuine questions, to which they do not have a cut and dried answer about what the author is saying. They can listen to what the children think, based on their reading of the story, not searching for one "right answer." They can pool ideas, always going back to review the author's works, disagreeing, arguing or changing their minds after hearing another interpretation. The adult leaders are only there to ask questions, not to answer them, to keep a loose record of the ideas on a scoring chart in order to guide the discussion and be sure that every one has a chance to speak, to stimulate and to listen to the resulting exchanges. We have seen the children gain in reading and discussion skills, vocabulary and self-esteem.

This use of the parent volunteer puts students and parents in a new relationship where they gain in respect for the creative intelligence of the other and appreciate each other in a new way.

For further information regarding this parent involvement project contact: J. Goffeuet, Librarian, Sunny Hills Elementary, 22211 SE 72nd Street, Issaquah, WA 98027.

UNIVERSITY PLACE SCHOOL DISTRICT

Parent involvement has been the aim of our PTSA this year in University Place with the junior and senior high.

Several new programs are underway. The Community Resource File is just off the ground and the response from the community and parents has been very satisfying.

We are also trying to start a scholarship drive for the senior high and involve the parents, community and merchants.

At the junior high we have Parent Nights once a month where various subjects are covered that parents have expressed a concern about — such things as discipline, counseling-guidance, PE program, parent involvement, drugs, impact of the Juvenile Code on teenagers, etc.

At the senior high we have parent lunches once a month where approximately 20 parents are invited to come and have lunch and meet with various faculty members and discuss any concerns or voice any comments. This is the first year and it is off to a good start.

This year the PTSA Council will be sponsoring a community-wide Drug Workshop for all interested parents. We will have speakers but parents will also have a chance to voice their opinions.

Parents do need to feel needed and involved. We hope in some small way we are attempting to do this.

For further information regarding this parent involvement project contact: Cindy Baldwin, PTSA President, Curtis Jr-Sr High, 8901 40th Street West, Tacoma, WA 98466.

CLOVER PARK SCHOOL DISTRICT

The taxpayers' revolt and escalating operational costs have put public schools between the proverbial "rock and a hard spot." Parents increasingly demand a quality education for their children; the legislature complies with stricter and more stringent regulations; and teachers and administrators are faced with the task of educating the masses with decrease of certificated staff.

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One solution being considered by more and more school districts is the utilization of parents to provide tutorial help for students who are experiencing difficulty keeping up educationally in the mainstream with their peers.

However, matching parent help with under-achieving students creates a new set of problems. Teacher time must be expended to train parents and create materials suitable for both the student and the tutor. In many cases the enthusiasm of the parent volunteer is lost because he/she feels unprepared for the tutoring tasks and needs more instruction and assurance than the teacher has time to provide.

The Metra Structured Tutoring Program is providing a solution to the problem for Clover Park School District, Tacoma, Washington. The program is designed to be used by nonprofessionals, paraprofessionals, or professionals who will be tutoring students experiencing difficulty reading and who are not receiving supplemental help from a remedial reading teacher. Four to six hours of training provides parent volunteers with the necessary skills, materials, and assurance to work with students on a 1:1 basis unaided by the classroom teacher. The program is structured so that no matter how inexperienced a tutor may be, if he/she will follow the techniques and procedures specified in the manual, the tutoring will be effective.

The program is not magic. The components are identical to quality reading programs found in any classroom: phonics, sight vocabulary drill, the development of strategies for comprehending written communication. The strength of the program is in its simplicity, structure, and cost. A single manual is used by both the tutor and the student. A Supplementary Training Guide and cassette tape instruct the tutor on the use of the manual. In addition, the kit comes with two student record books to record diagnostic pre and post-test information and a log of the tutoring sessions.

For further information regarding this parent involvement project contact: Sharonne Reher, Title I Coordinator, Clover Park School District, 10020 Gravelly Lake Drive SW, Tacoma, WA 98499.

BELLEVUE SCHOOL DISTRICT

COMMUNITY COMMITTEES AND INVOLVEMENT IN DECISION MAKING

Policy

1. The Board of Directors may establish such advisory and investigative committees as it deems necessary among the community members, staff, and students of the district. The basic charge to each committee will be approved by the Board.

2. The district will seek to involve a wide spectrum of community members in school decision making. To provide community members with the opportunity to participate in district activities and to make available to the district a collection of knowledgeable people who can be called upon for service, the district will solicit individuals interested in serving on committees. These individuals will be brought together periodically and informed of goals and developments within or affecting the district.

3. Short-term commitment, focused responsibility, and strong leadership will guide formation of ad hoc committees to study specific issues in the Bellevue School District.

4. To assist committees in carrying out Board-approved charges, the administration will provide each committee with specific details and information, a recommended time frame for completion of its assigned task, and reasonable facilities and services within budgetary limits.

5. Appropriate survey techniques will be used to gain community opinion on selected issues under consideration by the district.

6. Individual schools will also be encouraged to consider the use of survey techniques consistent with district research policies as a way of sampling community opinion on school-related issues.

7. The principal of each school will establish and file with the area superintendent a plan for involving a cross-section of the community in an advisory capacity to the school staff. Flexibility will be provided individual schools in determining the role and procedures for their advisory committees.

For further information regarding this parent involvement project contact: Dr. Dennis Carmichael, Superintendent, Bellevue School District, 310 102nd Avenue NE, Bellevue, WA 98004.

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YAKIMA SCHOOL DISTRICT

The partnership of parents, educators and the community has taken many forms in the Yakima School District. The recognition of parents as teachers, the involvement of teachers as supporters of parenting activities, the expansion of teaching beyond the school to the home and as school-based responsibility have been its most satisfying and productive aspects. For example--

- An education component has been incorporated in the prenatal parenting classes taught at Yakima Valley Memorial Hospital. Yakima School District personnel present child development-early childhood education information to mothers and fathers-to-be in these classes.

- Project Home Base serves 200 preschool children and their mothers and fathers. Each week parents are visited in their homes by a paraprofessional parent educator who demonstrates a learning task and gives the parents additional information about child development. The parents then teach the task to their child and incorporate the information in their parenting practices.

- The mothers of 110 preschool children are organized into cooeprative playgrounds called "Backyard Centers." There are 20 centers, each involving 5 to 6 families; the centers meet weekly with each mother acting as hostess-teacher in turn. School district personnel initiate and coordinate the organization of the centers, and through regularly scheduled meetings provide the mothers with developmental activities and child rearing information.

- The Madison Preschool provides special education services to 30 handicapped children (infants to 5 year olds) and their parents. Special education teachers, communications disorders specialists, physical therapists and psychologists cooperate with parents in identifying childrens' needs and in developing programs to be implemented in the home and at the preschool. An important aspect of the Madison Preschool program is assisting parents in the development of specific parenting/teaching skills designed to maximize the development of their handicapped children.

- Over 900 children in grades K-3 and their parents participate in Yakima's Follow Through Project, which employs the same procedures as Project Home Base.

- The parents of each child enrolled in each of Yakima's elementary schools meet with their child's teacher each fall and spring to discuss the child's educational needs and progress. These individual conferences, which are sometimes held in the child's home but more frequently in his classroom, focus on cooperative planning by the teacher and parent of educational activities to be carried on in the home and at school.

- The parents of over 950 seventh graders and 500 tenth graders are visited in their homes at least twice a year and contacted by phone or letter more frequently. These contacts are made by a "Guide Teacher", a teacher who has assumed responsibility for providing guidance services to 15 or 20 students entering his/her school. The Guide Teacher program is designed to ease the transition of students from elementary to junior high school or from junior to senior high school, to give parents a chance

to discuss concerns about their children's education, and to provide a means of communication through which parents and teachers can develop cooperative approaches to meeting children's educational needs.

- School counselors hold individual conferences each fall with over 500 entering sophomores and their parents, and with over 400 graduating seniors and their parents to discuss each student's educational needs, and plan for his/her program and progress.

Another satisfying and productive aspect of Yakima's home-school-community partnership has been the participation of parents and other interested community members on advisory boards and committees. Over forty of these groups exist to provide advice and assistance in the development of educational policy and in the design and operation of educational programs. Some examples are---

- The Superintendent's Advisory Forum, composed of over 50 parents, other citizens and educators, which meets quarterly to identify and discuss pressing educational concerns.

- The School Organization Study Team, made up of 40 parents, other citizens and educators, which has worked for the past two years to develop recommendations to the school board regarding school organizational patterns and programs for junior high school aged youngsters.

- The Community Planning Team that worked for six months to develop Yakima's PUSH-EXCEL Project, which has as its principal goal the extension of the home-school-community partnership. The 30 plus parents, citizens and educators of the steering committee elected 50 of its members to serve as a continuing PUSH-EXCEL advisory board.

- The Project Home Base Parent Advisory Committee composed of 20 mothers who provide advice to the project staff about program development and operations.

- The Citizen's Annual Levy Advisory Committee which works for several months each year to develop a levy recommendation for submission to the school board and then, when the board has proposed a levy to the voters, works to generate support for it. This committee consists of 100 parents and other citizens, some of whom serve for several years and others who only serve for a year of two.

- The group of 22 parents, other citizens and educators which met for three years to develop Yakima's highly successful human sexuality program. Before the program was implemented, this group presented and explained it to over 5,000 residents of Yakima; since the program's implementation this group has continued to provide advice and support.

- The various groups of parents and community members that are organized to support specific activities throughout the district or at particular schools, such as Band Parents Clubs, Athletic Booster Clubs, parents of FFA members, parents of business education students, parents of handicapped students, and ad hoc parent committees to plan and carryout activities for graduating seniors.

- The parent advisory boards and committees required by law such as the Title I PAC, the Migrant Education PAC, the Follow Through PAC, the Title IV-A Indian Education PAC, the Gifted Education PAC, the various advisory boards for vocational programs, et cetera.

The impact of Yakima's home-school-community partnership cannot be overestimated: it has been well accepted; it has led to a greater sense of community responsibility for education; and, most importantly, through the combined efforts of parents, community members and educators it has led to better education--

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. Parents and community members acknowledge the importance of their involvement in education and believe that the home-school-community partnership accomplishes that. For example--

-Over 1900 parents and other community members who responded to a needs assessment questionnaire for Project PUSH-EXCEL rated the development/expansion of parent-community involvement activities as a high priority need and indicated that they believed the Yakima Public Schools were progressing towards meeting that need.

. The parents who have participated in partnership activities have indicated that they highly approve of these activities. For example--

-92+% of the parents participating in the Guide Teacher program in 1978-79 rated it as very effective and indicated that they would participate in it again.

-100% of the mothers taking part in the Home Base program in 1978-79 rated it very beneficial and 96+% reported that all adult members of their families understood and supported the program.

. The community has demonstrated its sense of responsibility for education in numerous ways. For example--

-Voters have consistently approved special levies.

-Community organizations and individual citizens have donated both time and money in efforts to meet educational needs.

. A local hospital has cooperated with the schools in the development of prenatal-child care classes.

. A local newspaper prints a weekly service of early childhood education articles, called Parents as Partners, which are prepared by school district personnel.

. Local employers have supported the vocational education program by hiring student trainees.

. A local women's organization provided several thousand dollars to make a self image improvement program available to high school sophomores and seniors last year. This was, in fact, only one of a long series of contributions this group has made over the years.

. Local doctors voluntarily attend presentations in the district's human sexuality program.

. The slide-tape presentation of Yakima's partnership program (which you have seen this evening) was prepared in part by a parent and paid for by a local corporation.

. The students have been the ultimate beneficiaries of Yakima's home-school-community partnership. The way they view themselves and their education has improved, and -of greatest importance- their academic achievement has increased. For example--

- Sophomores and seniors who participated in the self image improvement program in 1978-79 grew more positive in their attitudes toward themselves and towards their schooling.

- Follow Through children (grades K-3) showed improved self images after taking part in the program.

- Seventh and tenth graders participating in the Guide Teacher program expressed support for the program and its efforts to ease their transition from elementary to junior high school or from junior to senior high school.

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- Children participating in the Home Base program showed significantly higher academic achievement than non-participants. Their mothers showed significant growth in parenting-teaching skills.

- The improved parenting-teaching skills of Follow Through mothers were significantly related to their children's improved academic achievement.

- The younger brothers and sisters of children enrolled in Follow Through showed significantly higher academic achievement than comparable children whose families did not participate in one of Yakima's home-school education projects.

These positive results have caused the spirit of cooperation to grow among the community's citizens and educators. The child is recognized as the central focus of concern, and his/her education as a primary responsibility of all. It is the acceptance of this responsibility and the growth of this spirit that is the distinguishing feature of Yakima's home-school-community parternship.

For further information regarding this parent involvement project contact: Dr. Warren Starr, Superintendent, Yakima School District, 104 N. Fourth Avenue, Yakima, WA 98902.

YAKIMA SCHOOL DISTRICT

Yakima School District professional educators, citizens and students believe that parents are the most critical element in a child's life. Even those children living in one parent homes have extended parents as models to emulate. Parental involvement cannot be an afterthought of educators. The role of parents must be consciously planned, organized, and evaluated by educators. It cannot be an accidental role because it is so essential to education.

Too often the first priority of board of education members is fiscal responsibility and management efficiency. In many cases the principals' first priority is the progression of their career up the educational ladder, and sometimes the teachers' first loyalty is to the union, the source of their economic security. Even the broader community (e.g. business and labor) are more interested in the end product (an efficient and productive worker) than they are in the child. Parents are the only adults whose first priority and long range vested interest is the child.

Parents are the first teachers and the real enforcers of their child's conduct. They have the power to guide their child's study habits. Parents provide love, care, chastisement and discipline, and are the most important models in the child's formative years. In short, parents are the only public element that can demand total accountability from the school and the child.

The recognition of the critical role that parents play shouldn't frighten us, but rather should serve to make us aware of the real power and responsibility that they have. Parents are powerful because they pay the taxes or the tuition to support the schools. Parents are powerful because they provide emotional security for children, whereas emotionally unstable children disrupt the educational process. Whether voted or appointed to office, the power of the board of education is derived from and granted by parents. Striking teachers are powerful, not because of their union, but ultimately because parents respect the picket line or the teachers' cause.

In Yakima, parents have been active participants in the schooling of their children for at least a generation: effective PTA s, regularly scheduled parent-teacher conferences, and parental support of extra-curricular activities have been the rule and not the exception. By the time this year's graduates were entering first grade, Yakima's concept of parent involvement had expanded to include parents serving as classroom volunteers, systematic home visits by school personnel and cooperative planning of school programs. Four years ago, parent and community participation became a focal point of educational policy for the Yakima Schools with the adoption of a Home/School/Community Partnership resolution by the school board. This resolution stated--

. WHEREAS, we believe that the total education of a child is a joint partnership between the home, the community, and the schools; and

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- WHEREAS, education is recognized as a process in which all persons of a community will be continuously engaged throughout their lifetime; and

- WHEREAS, we believe that parents are the child's first and most continuous teachers who thereby establish a basic learning environment for the child; and

- WHEREAS, parenting...recognizes the child's education as vital; and

- WHEREAS, education is a 24 hour a day responsibility within which the 1,080 hours of formal schooling per year represent only a part of the 8,760 hours in a year; and

- WHEREAS, we believe that parents and educators desire a working partnership which necessitates parents being a major resource to educators and educators being a major resource to parents so that both become more effective in their roles; and

- WHEREAS, schools can be a center for the education of the parents, community, and children; and

- WHEREAS,...we should emphasize that part of our historical heritage which has included close cooperation among parents, community, and educators; now, therefore

- BE IT HEREBY RESOLVED that the Yakima School District #7 adopt "Parents, Community and Educators as Partners" for its...theme so that children can be better educated through developing programs that foster closer, vital and working relationships between parents, community and educators...

For further information regarding this parent involvement project contact: Dr. Warren Starr, Superintendent, Yakima School District, 104 N. Fourth Avenue, Yakima, WA 98902.

RENTON SCHOOL DISTRICT

RENTON SCHOOL DISTRICT NO. 403
Renton, Washington

RENTON CITIZENS' ADVISORY COMMITTEE FOR INSTRUCTION

PROCEDURES

I. Name of Committee

The name of this Committee shall be the Renton Citizen's Advisory Committee for Instruction.

II. Purposes

The general Purposes of this Committee shall be:

1. To review and recommend goals for the improvement of District instructional programs in grades kindergarten through twelve;

2. To review and recommend K-12 learning objectives for consistency with instructional goals and compliance with State mandates;

3. To review and recommend curriculum guides prepared for grades kindergarten through twelve;

4. To review and recommend criteria for the selection of instructional materials; and

5. To review and make appropriate recommendations about the student testing program of the District.

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In carrying out these Purposes the Committee shall generally concern itself with program matters currently under review and/or where study and recommendations will assist the District in orderly program modification. The Committee is not vested with the authority to establish policy or procedures nor is it administrative in function.

III. Relationship

The Committee shall serve as an advisory group to the District through the Deputy Superintendent for Instruction.

IV. Membership

Section 1. Size, Composition and Representation. The Committee shall be composed of fourteen (14) members and additional alternates who shall represent both sexes, all age groups and diverse economic, cultural and program views who shall be residents of the School District. All will have full rights of participation in the activities of the Committee except as otherwise noted. (See voting).

Section 2. Nomination and Appointment of Members. Committee members and alternates will serve at the pleasure of the Board of Directors of the School District. Appointments will be made by the Board of Directors from a list of citizens nominated through the Office of the Superintendent. Citizens interested in serving shall indicate this desire in writing to the Board through the Office of the Superintendent.

Section 3. Term of Office. The term of office shall be for two (2) years. The terms of office shall be from September 1 through August 31. Normally, at least one (1) year shall elapse before such members may be reappointed to a new term.

For those with two (2) year terms, service of thirteen (13) or more calendar months shall constitute a full two (2) year term.

Section 4. Voting Rights. Each appointed member except for alternates shall be entitled to one (1) vote and must be present when voting.

Section 5. Termination of Membership. Absence. Members who are absent for three (3) consecutive meetings may, by affirmation vote of two-thirds (2/3) of all the members of the Committee, be recommended for dismissal by the Board of Directors through the Office of the Superintendent. Other. For reasons of concern to the Committee, members may, by affirmation vote of two third (2/3) of all the members of the Committee, be recommended for dismissal by the Board of Director through the Office of the Superintendent.

Section 6. Resignation. Any member may resign by filing a written resignation with the Chairperson and the Office of the Superintendent.

Section 7. Vacancy. Any vacancy on the Committee shall be filled for the remainder of the unexpired term through appointment by the Board of Directors upon recommendation of the Office of the Superintendent.

V. Officers, Duties and Representation

Section 1. Officer. The Advisory Committee shall select a Chairperson who shall preside at all meetings of the Advisory Committee; shall sign all communications of the Committee; and jointly prepare all agendas with the Deputy Superintendent for Instruction.

Section 2. Election and Term of Office. The Chairperson of the Advisory Committee shall be elected in the month of June, assuming office the first meeting in September. The Chairperson shall serve for one (1) year or until a successor has been elected.

Section 3. Representation. The Deputy Superintendent for Instruction or his representative will be in attendance at all meetings. In the case of ad hoc program subcommittees, the Deputy Superintendent will assign an appropriate program supervisor to assist the Committee.

Section 4. Secretary. The Deputy Superintendent for Instruction shall cause to be kept the minutes of the meetings of the Advisor Committee and shall promptly transmit to each of the members and the Board of Directors, and to such other persons as the Committee may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these procedures; be custodian of the Committee's records; keep a register of the address and telephone number of each member of the Committee; and, in general, cause to be performed all necessary duties for the proper functioning of the Committee.

Section 5. Vice Chairperson. The Advisory Committee shall elect a Vice Chairperson, after the first meeting in September, who will take office at the time of election. The Vice Chairperson will serve for one (1) year or until a successor has been elected. The Vice Chairperson will serve in the absence of the Chairperson and assume all duties and responsibilities during that absence.

Section 6. Temporary Chairperson. In the absence of both the Chairperson and Vice Chairperson the Committee will elect a Temporary Chairperson at the beginning of each meeting to serve in their absence.

VI. Committee

The Renton Citizens' Advisory Committee for Instruction may appoint ad hoc program subcommittees from its membership whenever it is desirable to undertake a review of a particular matter. These subcommittees may invite other members of the community and staff to provide advice. The recommendations of such subcommittees shall be provided to the Advisory Committee for Instruction for its consideration and possible action.

VII. Meetings and Advisory Committee

Section 1. Meetings. The Advisory Committee shall hold a minimum of nine (9) meetings year.

Section 2. Place of Meetings. The Advisory Committee shall hold its meetings in a facility provided by the School District.

Section 3. Notice of Meetings. Appropriate public notification shall be provided of all meetings. Any changes in the established dates, time, or location must be given prior notice.

Section 4. Decisions of Advisory Committee. All recommendations of the Advisory Committee shall be made only after an affirmative vote of the majority of its members in attendance, providing a majority, eight (8), of the currently appointed members are in attendance.

Section 5. Conduct of Meetings. All meetings of the Advisory Committee shall be conducted in accordance with Robert's Rules of Order or appropriate adaptation thereof.

Section 6. Open Meetings. All meetings of the Advisory Committee shall be open to the public. Appropriate opportunities will be provided visitors to speak to issues under discussion by the Committee.

Section 7. At periodic intervals and/or when a Committee action may be of special significance to the public, the local newspaper(s) shall be requested to inform the public of such information.

Section 8. Absence of a Quorum. When a majority of the currently appointed members are not present fifteen (15) minutes after the announced beginning time, the Committee reserves the right to informally conduct a session if in the opinion of those present it would be valuable to review a given topic.

VIII. Amendments

These procedures are a condition for the operation of the Advisory Committee and shall be changed only through recommendations submitted to the Board through the Office of the Superintendent.

For further information regarding this parent involvement project contact: Dr. Gary Kohlwes, Superintendent, Renton School District, 435 Main Avenue South, Renton, WA 98055.

RAYMOND SCHOOL DISTRICT

Each month I have my secretary select fifteen students' names at random from our attendance register. I then give their parents a personal call and invite them to a "Rap Session with the high school principal."

For further information regarding this parent involvement project contact: F.E. McMullen, Principal, Raymond Jr-Sr High School, Ninth and Commercial Streets, Raymond, WA 98577.

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VANCOUVER PUBLIC SCHOOLS

I have prepared a brochure which describes a program for parent education that I offer in each of my three schools. The program has grown as a result of needs assessments conducted with the staffs in each of my buildings. Short meetings of one hour are held each month in each building on a variety of topics. Regular classes which meet continuously for 8 to 9 weeks are held twice a week three times a year. Parent participation averages 8 parents per session.

In addition, the staff at John Rogers School asked for better training of the sixth grade students who offer child-care in the community. We now include a child care training program which provides opportunities for the students to baby-sit during parent groups with other parents providing direct supervision and feedback on their strengths and weaknesses. They also receive training in first aid, job skills, and parenting skills. Parent support has been outstanding.

This is the third year that I have been offering this program. The fact that I had enough parents for two classes this term and that our average attendance is gradually growing would seem to indicate that parents want to be involved with their children and schools in a variety of ways. It has been a pleasure to be able to provide this service for them.

For further information regarding this parent involvement project contact: Mary Sauter, Guidance Facilitator, Hazel Dell Elementary, 511 NE Anderson Road, Vancouver, WA 98665.

I could, if I wished, write a series of nearly unbelieveable success stories based on my own experiences as a parent, a school volunteer coordinator, a paid parent/school coordinator, and as an interested community member. This was my avocation for a number of years and is still very close to the surface.

However, I must honestly say that I would prefer not to encourage parents until real support can be developed from top echelons down. When parents, or any community people, know they are sincerely wanted and/or needed it is most evident through non-verbal communications and they support with quality and quantity of effort. As seen from the inside, there exists lack of respect and often downright hostility toward the very name parent and any potential for cooperation is approached from a negative premise. Similarly, parents feel this lack of respect and return it through their children, if not in person. An individual who coordinates volunteers soon finds that an administrator or teacher desire - or does not - participation of parents. When s/he does, it takes place - fast. When there is lack of desire for anything more than cosmetics, lots of little things happen - delay, excuses... More importantly, funding seems to evaporate even in programs which are cost effective.

An indication of my continued interest in schools includes a recently acquired certificate in Special Education. I believe that parent/teacher cooperation is even more crucial to success in this educational area and, yet, have not seen real evidence of a vital school participation effort.

For further information regarding this parent involvement project contact: Alice L. Robertson, 3949 Southwest Arroyo Drive, Seattle, WA 98146.

NATIONAL SCHOOL VOLUNTEER PROGRAM

GALLUP POLL CONFIRMS WHAT SCHOOL VOLUNTEER PROGRAMS ALREADY KNOW

In its Twelfth Annual Survey of Education for the Kettering Foundation, The Gallup Poll included several questions on citizens as volunteers in public schools. The findings reveal that, not only are a large number of people currently volunteering (39 percent of respondents), but a dramatically high percentage (64 percent of respondents) have never been approached to serve.

Commenting on the Gallup findings, JOHN W. ALDEN, FORMER EXECUTIVE DIRECTOR OF NSVP, said, "Increasingly educators are realizing that the task of educating children is too difficult to accomplish successfully without the help of community resources. Schools need to ask for help from the community more consistently and more effectively, and these data show that, if Americans are asked, nearly one-third of them will in fact serve in our schools."

Significantly, and perhaps indicative of the "me" generation being supplanted by an '80s "we" generation, the study revealed that, of those respondents who would like to volunteer, the predominant interest is in working one-to-one with a child as opposed to less involved tasks.

Referring to findings on volunteers' economic levels, Alden pointed out that, "Contrary to the stereotype that lower-income people and minorities are less willing to volunteer, the statistics remain undisturbed by social and economic factors. Americans from all walks of life have a deep interest in helping children in their educational endeavors."

Optimistic at the results of the Gallup study, Alden stressed that it "suggests that as many as an additional 11 percent of the adult population would volunteer in schools if asked."

Consistent with this, JEAN MYERS, NSVP PRESIDENT, described the model program serving the Houston Independent School District. "As a result of aggressive recruitment programs, she said, "Nearly two-thirds of Houston school students' parents are involved. We have found it necessary to ask in special ways, sometimes bilingually, but citizens want to help and will."

Dr. Gallup sums up the Poll in a letter to Alden in which he states, "John, I am amazed at the number of people who say they have performed volunteer service for the schools and the number who say they would be willing to serve — even the dirty work. So it would seem to me that you have a broad base on which to build your organization."

The following are some of the questions asked by the Gallup Poll and an abbreviated summary of the responses:

1. Has anyone ever asked you to do volunteer service for the schools?

Population asked:	YES	NO	DON'T KNOW/ NO ANSWER
Men	27%	73%	*
Women	43	56	1%
18-29 years	27	73	*
30-49 years	43	57	*
50 years and over	34	65	1%

2. Have you ever performed any volunteer activity for the schools?

Population asked:	YES	NO	DON'T KNOW/ NO ANSWER
Men	31%	69%	*
Women	47	53	*
18-29 years	30	70	*
30-49 years	48	52	*
50 years and over	39	61	*

3. If you could do volunteer work for the schools, would you like to:

   a. Serve on an advisory committee?

Population asked:	YES	NO	DON'T KNOW/ NO ANSWER
Men	37%	43%	20%
Women	31	54	15
18-29 years	36	47	17
30-49 years	39	46	15
50 years and over	28	53	19

   b. Work individually with students?

Population asked:	YES	NO	DON'T KNOW/ NO ANSWER
Men	39%	44%	17%
Women	51	36	13
18-29 years	63	24	13
30-49 years	52	35	13
50 years and over	26	55	19

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For further information regarding this parent involvement project contact: National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, VA 22314.

UNIVERSITY PLACE SCHOOL DISTRICT

Sunset Elementary PTA has encouraged parent involvement in many ways in the school in addition to helping with the usual fundraisers and social events. One of PTA's goals this year was to provide enriching experiences for the children. We have continued to build our academic volunteer program with eighteen parents helping with a variety of tasks regularly in the classroom. In addition, we started two new programs this year. One was to set up a science room where children of all ages can come to try out science experiments. The idea was adopted from a model in Redmond and has been expanded. It is entirely run by parent volunteers (22 parents are volunteering their time in some way) and parents seem to enjoy the room as much as the children do.

Our other new program provides after school enrichment classes for children. Classes being offered either this fall or this winter include: French, German, Spanish, puppetry, drama, music theory, folkdancing, computers, fiber arts, the world of fish (arranged through the Pt. Defiance Aquarium), and a fitness/jogging class. Approximately 120 children participate in the fall classes. While teachers were hired by the PTA to teach the classes, the program has been organized and coordinated by parents. Also part of the program was a two week craft class where children could make Christmas presents. Many parents helped with this project.

Two factors have made these programs possible. One is an openness to new ideas and a supportiveness on the part of the school staff, especially the principal. The second has been the enthusiasm and dedication of a number of parents in our school. It has been exciting to see these programs develop, to see parents enthusiastic about being involved, and to see the joy of the children who are participating.

For further information regarding this parent involvement project contact: Bob and Sylvia Stivers, Co-Presidents PTA, Sunset Elementary, University Place School District, 9524 47th Street West, Tacoma, WA 98466

WORD

Our organization has been very active in the area of parent programs for the past four or five years, on both the local district level and the state level. The Washington State Committee on Parents and Reading of WORD has conducted many parent activities since its inception three years ago. Sessions for parents were planned and presented at each of the WORD Conferences on Reading, held each year on both the east and the west sides of the state. Materials are made available through the state committee to any local councils desiring them. A year ago a "Read to Your Child" campaign was mounted by the state committee, and approximately 50 program packets were sent out to districts around the state. This year the chairperson of the committee is developing a program of reading to children on Saturdays at local libraries by male participants, as well as continuing the other activities.

I was the first chairperson of the WORD Parent Committee, and now am a member of the National I.R.A. Committee on Parents and Reading. In that capacity, I am responsible for the distribution of new materials and ideas for parent activities in 6 western states, including Washington. The committee also plans and implements a large session for parents at the national conference of the reading association. It also reviews new materials for parents concerning reading and publishes materials which are available to anyone desiring them. I am on a subcommittee which is working on the establishment of a bank of materials for parent programs and parent training, to be housed in the national headquarters of I.R.A. in Newark, Delaware.

Because I am so interested in this area, I participated in a project for E.S.D. 121 this summer. We planned and implemented a workshop for parents of Title I students, held in September, and also selected and purchased $7,000 in materials for a materials bank in E.S.D. 121. The materials include slide-tape presentations, training packets, brochures, and sets of materials from organizations such as I.R.A. which can be checked out by anyone in the E.S.D.

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The Lake Washington District has been a leader in the area of parent involvement. For the past four years, the local council of the I.R.A. has presented a fall workshop entitled "Help Your Child With Reading", including many topics which are reading-related. The council also held several meetings during the year with speakers on specific reading-related topics. The final meeting in May is always a workshop on "How to Help Your Child With Reading Over the Summer". The district has strongly supported this group, by helping fund major speakers, assisting with publicity and giving recognition to members participating. In 1979, I developed a slide-tape presentation about our program, and the district funded my trip to Houston to show it at the national conference of the I.R.A. Since that time, we have also become involved in the development of a summer reading program and have set up a Parent Programs committee in the district which is an attempt to coordinate the many parent activities operating in the district. P.T.A., Voc Tech., Title I, Headstart, and Preschools. The objective for this first year is communication among the various groups and the establishment of a master calendar of activities. I am also working with our Public Relations Officer, Barbara Ryan, on a slide-tape presentation about the district programs for parents.

For further information regarding this parent involvement project contact: Joyce Smith, President-WORD, 332 7th Avenue West, Kirkland, WA 98033.

Northshore School District

About five years ago the department heads along with one of the counselors decided to prepare information brochures about each department at Bothell High School. The brochures were one page 8 1/2 x 14 folded into fourths. Each brochure contained the classes offered in the department along with descriptions, special information about requirements, and descriptions of career offerings if a student majored in the department's field of study. One brochure was mailed home in the school newsletter each month for many months. Racks of the colorful brochures were placed in the junior high schools of the district and were distributed by faculty members at all open houses. The brochures have been revised periodically and have been very useful in describing courses to parents and students.

For further information regarding this parent involvement project contact John Wartes, Head Counselor, Bothell High School, 18125 - 92nd N.E., Bothell 98011.

Bremerton School District

Listed below are the goals taken from my principal's goals that relate to parental involvement and the prescribed program to meet the objectives:

GOALS:

GOAL: 4:0 TO WORK EFFECTIVELY WITH MANETTE PARENTS BY

4.2 getting parents involved in our Peotone kindergarten center as volunteers

4.4 securing the input and expertise of parents in our instructional program

GOAL: 2.0 TO IMPROVE INSTRUCTION AT MANETTE BY

2.1 making application for an ESD 114 grant for an inservice for classroom teachers in the area of motor perception and inservice for parents to make the materials for the program

PROGRAMS:

GOAL: 4.0 we have screened 6 sections of kindergarten children and have written prescriptions for 60 students who need remediation in the areas of motor, language, visual and auditory. To organize our remediation into daily small group instruction we have formed a group of 10 Peotone moms. The moms were trained as a group by the principal prior to working with the children. On going group meetings and training is provided.

GOAL: 4.4 on December 1, three National Diffusion Network programs will be presented at Manette School for adoption

consideration. Parents from our parents group and Peotone kindergarten program will be a part of the adoption decision making process and will attend the presentation.

GOAL: 2.0 after identifying the need for a pre-school, K-1 physical education motor program as part of our basic education program, an inservice was provided for teachers. We have planned a work party on December 1 in Manette gymnasium for parents, teachers and principal to make the equipment. Parents are presently securing the materials and are a vital part of the program. Upon completion of the inservice and making of the equipment, we will form a group of motor moms to work with students in our motor program.

Parents are a vital and meaningful part of our educational process.

For further information regarding this parent involvement project contact

Alice Stenhjem, Manette Primary School, 13th and Ironsides, Bremerton 98310.

The Learning Tree - Private School

We ask all prospective parents wishing to enroll their child in our school to read and agree to our parent handbook. Most of the reaction we get is highly positive. However, if any parent seems unwilling to agree to the conditions, we ask them to look elsewhere for their child's school.

Our parent program is very successful. We have approximately 90% attendance at meetings. This is partly because we work hard at making them enjoyable affairs; potluck dinners with children present. After dinner, the children are taken to a separate room to see movies and the adults conduct their business.

I think the main reason that our program is successful is that it is required. If a parent misses two meetings, they receive a strong warning that their child's continued enrollment is in jeopardy. In three years of operation, we have had to give out only one of these warnings.

We have found that our non-required (but highly recommended) parent involvement components are not nearly as successful. Most of these require taking time off from work, which admittedly is difficult.

We have asked that each parent come to school to observe their child at least twice yearly. Few do. We have asked that each parent come to one of our monthly ethnic lunches. So far, we usually get the same non-working parents there each time. Our newest element has been the addition this year of 'Parent Days'. We ask parents to sign up to come in for an hour or so one Thursday morning per year. At this time, they take a group of children and do something with them, such as show them a favorite hobby or take them on a walk or cook something in the kitchen. The possibilities are endless and for the few parents who have managed to come in for their 'Parent Day', the results have been fantastic. The excuses I have heard from other parents range from: "I can't take the time off from work" to "I can't think of anything to do with the children".

We are in the process of re-evaluating this program. The result will either be to cancel it or come up with a strong incentive to encourage parents to participate.

We also have a parent on our Board of Directors. The rest of the parents are to express any problems or ideas to this parent, who then shares with the rest of the Board. In this manner, the parents are given a say in future planning etc. We had no interest in becoming involved in a parent cooperative situation, yet feel it is important to involve parents in the decision-making process.

For further information regarding this parent involvement project contact Laurie Rose, Director of the Learning Tree, 1300 East Olive, Seattle, 98122.

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Edmonds School District

The following information is given to parents of students in the Edmonds Traffic Safety Education program. The parent helps evaluate their own students progress.

EVALUATION

Rate your young driver's performance on the following check sheet. Check each item as the driver performs the experience or complete the evaluation immediately after the route has been driven.

Code: (1) (Always) (2) Usually (3) Occasionally

Accelerates smoothly	_____
Brakes and stops smoothly	_____
Looks far ahead in lane	_____
Uses mirrors frequently	_____
Centers vehicle in lane	_____
Follows at a safe distance	_____
Yields right-of-way	_____
Right turns safely	_____
Left turns safely	_____
Signals intentions	_____
Good reactions to traffic	_____
Maintains reasonable speed	_____
Dims when necessary without being reminded	_____
Locates dimmer switch	_____
Locates wiper control	_____
Locates mirror control	_____

_____ _____

Parent Signature Date

For further information regarding this parent involvement project contact H. C. Pugsley, Program Manager for Traffic Safety Education, Edmonds School District, 3800 - 196th S.W., Lynnwood, 98036.

Lake Stevens School District

Lake Stevens has had a parent involvement program in operation since 1976. The main thrust is the volunteer program at the elementary level with an emphasis on two way communication. A distinguishing feature of the program is the training model used with volunteers. Much of this activity was made possible through four years of Right-to-Read funding.

For further information regarding this parent involvement project contact Wayne T. Robertson, Director of Special Programs, Lake Stevens School District No. 4, 12708 - 20th Street N.E., Lake Stevens, 98258.

Spokane School District

Alternative
Parent
Participation
Learning
Experience

Garfield Elementary School
Logan Elementary School

The Alternative Parent Participation Learning Experience Program is an instructional program that emphasizes parent, teacher, child, and community

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interaction as an integral part of the educational process. Parents participate intensively in this program which pays equal attention to the intellectual, personal, and social growth of the child. Instructional strategies center on student selected self-paced learning experiences.

APPLE is open to all children between the ages of five and eleven (grades K-5) and living within the boundaries of Spokane School District No. 81. This program was developed by the Parents for Alternative Education, a group of dedicated parents interested in assuming a more active role in the education of their children.

For further information regarding this parent involvement project contact Cecelia Dodd, Spokane School District, N. 200 Bernard, Spokane, 99201.

Northshore School District

ALTERNATIVE SCHOOLS

The form and content of our school is molded by the community--children, teachers, parents--so we, the parents, as well as our children, have a direct influence on, and an inherent responsibility to the growth and development of each child as well as the Northshore Alternative Program as a whole. We choose through this unique school experience to help our children develop their own excellence as human beings.

We endeavor to create an atmosphere of warmth and humanness which can nurture social and intellectual growth and foster the development of individual and creative thought. An informal classroom environment, both physical and emotional, encourages the child to learn.

We encourage direct interaction among our children regardless of age to help create a consciousness of one's self and others.

We respect each child as an individual capable of learning at his/her own pace and in his/her own way.

The child is encouraged to take the initiative in learning, and to realize that it is his/her own personal responsibility.

Learning extends beyond the curriculum and the school building to available people and resources which help the child experience and integrate to the fullest possible extent the world in which s/he lives.

For further information regarding this parent involvement project contact Gay Stover and Arlene McLeod, Woodin Elementary School, 12950 N.E. 195th, Bothell, 98011

If you have a program concerning parent involvement that you would like to share with others, please send the story to Gary Reul, SPI, 7510 Armstrong Street S.W., FG-11, Tumwater, 98504.

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CONFERENCE INPLEMENTATION

The conferences are administered by the Center for Inservice Training and Program Development, University of Washington.

- Dr. Norris G. Haring, Project Director, College of Education, Area of Special Education
- Valerie Lynch, Project Manager
- Robert Ness, Primary Conference Organizer
- Richard Lynch, Conference Organizer
- Louise Carnachan, Coordinator of Facilitators
- Lynne Hopkins, Coordinator of Facilitators